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ABSTRACT

The three issues of this 1997 publication on gifted and talented students focus on the themes of teaching gifted students in the regular classroom, atypical gifted students, and the 1997 annual conference of the Texas Association for the Gifted and Talented. Major articles include the following: "Meeting the Needs of Gifted Learners in the Regular Classroom: Vision or Delusion?" (Carol Ann Tomlinson); "Teaching Gifted Kids in Today's Regular Classroom" (Susan Winebrenner); "Looking into a Differentiated Primary Classroom" (Kathleen R. Ledwig); "Student Created Learning Centers: A Tool for Self-Directed Learning" (Jeanie Goertz); "The Gifted Student in the Regular Classroom: A Survey" (Janet Ray); "Product Differentiation: A Catalyst to Excellence" (Bertie Kilgore); "Adapting for Gifted Students in the Elementary Classroom" (Susan Johnsen and others); "Understanding the Diversity of the Gifted" (Bertie Kingore and Lynlee Rinard); "The Quiet Gifted...The Atypical Gifted Learner" (Jim Coffey); "ADD & Gifted: How Can You Distinguish between the Two?" (Rebecca Rendon); "Parental Alcoholism and Gifted Children" (Rebecca Gaston and Jeanie Goertz); "Adjusting the Focus: Finding Gifted Students with Learning Difficulties" (Janet Ray); "Identification of Hispanic, Bilingual, Gifted Students" (Rafael Lara-Alecio and others); "Handicapped? Says Who?" (Joan Ragland and others); "Yes, It Can Be Done...Gifted Students Can Be Challenged in the Regular Classroom" (Judy Traudt); "Gifted Gazetteers: Advertising & Journalism" (Terry Dotherow and Diana Brigham); "Organized Sports and a BD Gifted Child" (Tandra Tyle-Wood and Sheila Abraham); "Gifted Underachievers in Secondary Schools" (Stacy Sullivan and Beth Fouse); "Community Service: Learning To Serve" (Diana Brigham and Terry Dotherow); "Computers Changing Education in Texas" (Sherri Brunder); "Knowing Timmy: A Great Experience" (Kay L. Dowling). Each issue also contains organizational news items, calls for proposals or papers, and announcements. (DB)

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Member, National Association for Gifted Children (NAGC)

VOLUME XVII ISSUE I
WINTER 1997

REGULAR FEATURES

From The President
Susan Johnsen 2

Executive Director Column
Connie McLendon 3

Call For Articles 43

THEME SECTION

Meeting the Needs of Gifted Learners in the Regular Classroom: Vision or Delusion?
Carol Ann Tomlinson 1

Teaching Gifted Kids in Today's Regular Classroom
Susan Winebrenner 6

Looking into a Differentiated Primary Classroom
Kathleen R. Ledwig 13

Student Created Learning Centers: A Tool for Self-Directed Learning
Jeanie Goertz 16

The Gifted Student in the Regular Classroom: A Survey
Janet Ray 18

Product Differentiation: A Catalyst to Excellence
Bertie Kilgore 21

Adapting for Gifted Students in the Elementary Classroom
Susan Johnsen, et.al. 23

SPREADSHEET FEATURES

1996 Laura Allard Grants for Excellence Award Recipients 26

Call for Proposals 28

1997 Executive Board Winners 32

Application for TAGT Awareness Certificate Credit 34

TAGT Executive Board Highlights 36

News and Announcements 38

Calendar 42

TEACHING GIFTED IN THE REGULAR CLASSROOM

MEETING THE NEEDS OF GIFTED LEARNERS IN THE REGULAR CLASSROOM: VISION OR DELUSION?

Carol Ann Tomlinson
University of Virginia

Across the country, budgets are tight. Parents and educators are pushing for inclusion of special education learners in regular classrooms and we are in one of our phases of vociferously decrying special services for gifted learners as antidemocratic. Thus, we are back to asking a question that is anything but new: Can the learning needs of gifted students be effectively addressed in the regular classroom?

On one hand, both experience and research suggest that few adaptations are made for advanced learners in regular classrooms (Archambault, et al., 1993; Westberg, et al., 1993), and that regular classrooms are generally less effective in enhancing achievement of gifted learners than are special schools, special classes, and pull-out services (e.g. Moon, Tomlinson, & Callahan, in press; Kulik & Kulik, 1987; Delcourt, et al., 1994). Such indicators suggest that adequately challenging gifted learners in heterogeneous, regular classrooms may be more delusion than dream.

On the other hand, the question of whether the needs of gifted learners can be met in the regular classroom really has only one acceptable answer: As long as regular classrooms are the mainstay of public education, the needs of gifted learners *must* be met in those classrooms. It is the case for most gifted learners that the vast majority of their schooling takes place in such settings. If their needs are inadequately addressed in those settings, then gifted learners are packed off to public schools with the adults in their lives accepting the fact that public schools will, at best, serve them well only a tiny portion of the time.

An argument for regular classroom instruction that is appropriately responsive to advanced students' learning needs is not an argument to do away with other service options - rather it is an assertion that those

(See TOMLINSON, pg.10)

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FROM THE PRESIDENT

Susan Johnsen

Is TAGT for Inclusion?

"Is TAGT for inclusion?" A concerned parent asked me this question at a recent meeting. She had read TAGT's 1997 legislative position statement and assumed that we were. The answer is that TAGT is neither for or against inclusion, but rather for effective programming for gifted children and youth. The facts about inclusion are these:

1. Inclusion is simply an administrative arrangement. Children of various abilities and interests are together in a common learning environment or classroom. What happens in that classroom will vary from teacher to teacher and from school to school.

2. At the elementary and, often, middle school levels, we know that most gifted learners spend the majority of their day in the regular classroom or in inclusive settings. Some may be clustered together in the regular classroom to form small interest or instructional groups while others may be pulled out of the regular classroom for one or more periods each day or, more often, less.

3. From the research we know that 84% of the activities in third and fourth grade regular classrooms are the same for all students (Westberg, Archambault, Jr., Dobyns, & Salvin, 1993). The general education curriculum does not provide for the previous mastery of content and skills, and therefore lacks challenge. Acceleration within the regular classroom often means more work instead of different work.

4. Teachers frequently do not have the strategies to adapt for a wide range of differences in the regular classroom setting. For the most part, pre-service teachers attend only one or two class sessions about gifted and talented children in their entire undergraduate program. The focus tends to be on methods for teaching various subject areas to the entire classroom, not differentiation or individualization.

(See JOHNSEN, page 4)

Tempo

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WINTER 1997

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Connie McLendon

THE TAGT IN-DEPTH PROBE: EXPLORING MOTIVATIONS BEHIND BEHAVIORS

Last spring TAGT commissioned an In-Depth Probe survey (IDP) as an initiative to develop new insights into the basic causes of the biases and prejudices that have plagued educational programs for gifted and talented learners since their inception.

The past several decades have seen a succession of serious efforts to improve public education for the gifted and talented. Some of these efforts have succeeded, but in general, services for gifted and talented students have been and remain the step-children of the public education system.

For reasons that have never been fully explored, there is broad resistance to the idea of providing special educational programs for children of high intellectual or creative potential - in sharp contrast to the caring attitude toward those represented in programs for other special populations of students. Except for a small percentage who have access to a few good programs, gifted and talented children are among our most underprivileged minorities.

This is regrettable in human terms, for those who withdraw into themselves, underachieve, rebel against the system, or drop out as they become frustrated in their desire to learn. The loss is even more regrettable in terms of our society, for when we lose these children, we lost tomorrow's potential leaders and innovators.

Why does this prejudice exist? As a nation we have always approved and rewarded individuals who exhibit exceptional strength, courage, or agility in a wide range of activities. Why then do we not accept those who exhibit exceptional intelligence and talent?

TAGT's IDP provided an opportunity to explore these and other questions relating to gifted education through a survey of individuals from five different groups who have a role in developing or supporting education for gifted and talented students. The survey sample included -

- Parents
  - of a gifted and talented child
  - whose children have not been identified for the program
- Teachers
  - who teach in a gifted and talented program
  - who are not involved in such a program
- Superintendents
- Principals
- CEOs of large corporations, or the executive responsible for educational grants

The TAGT leadership believes the results of the IDP research will enable the organization to concentrate attention on patterns of response which will:

- illuminate the nature of the biases and prejudices against education for gifted and talented students
- provide insights to strengthen TAGT public education and information programs, and
- enable TAGT to make recommendations to strengthen public education policy, practices, and programs for the gifted and talented.

At the conclusion of the IDP, a TAGT task force was established to examine data from the survey. In September, the task force submitted the following set of recommendations to the Executive Board for incorporating into the association's Long Range and Strategic Planning process.

TAGT IDP Survey Recommendations

- Mount a broad-based/continuing information campaign aimed at parents, students, administrators, employers, and the general public. The goals will be to publicize the state definition, to show differences in terms of performance, and to emphasize the importance of services to gifted students.

(See MCLENDON, on page 25)

JOHNSEN, from page 2

5. Grouping which provides different curricula for students with different aptitudes has a significantly positive effect on achievement. In fact, talented students from accelerated classes outperform nonaccelerates of the same age and ability by almost one full year on standardized achievement tests (Kulik & Kulik, 1984).

Given these facts, TAGT's developed a legislative position statement which reads, "...Teachers selected to facilitate the education of g/t students in inclusionary settings *must* have an interest in this special population and a willingness to adapt instruction to meet individual differences. The inclusion teacher must be trained in the areas defined in state law and must receive support from a specialist endorsed in gifted education who will assist in making the following classroom modifications: flexible pacing, acceleration, independent study and research, mentoring, enrichment, and differentiation of curriculum that involves more depth and complexity in content, process, and product. TAGT believes strongly that gifted students must have opportunities to interact with other gifted students outside the general education classroom on a daily basis" (TAGT, 1996).

If regular education classroom teachers are able to make modifications for gifted learners, then the gifted learner will benefit from a *full day* of programming that meets their specific interests and abilities. In these cases, inclusion will work as long as gifted learners can interact daily with one another during planned periods of time. However, if regular education classroom teachers don't make modifications, then inclusionary settings are really not a viable option. Unfortunately, in these cases, the gifted learner is often provided services for only a limited amount of time during the day or week. In all situations, collaboration between regular education teachers and teachers who specialize in gifted education is essential to the design of a full day of effective programming for the gifted learner.

Professional development is the key to this successful programming for gifted students wherever they may find themselves—in or outside the regular classroom. This training must include not only teachers but also administrators, boards of education, counselors, psychologists, and other specialists who either make decisions or interact with gifted students.

The question is, what kind of professional development should be provided? For the past three years, Baylor University and Texas A&M directed a Javits grant from the U. S. Office of Education that focused on training teachers to work with gifted students in the regular classroom. Our grant addressed four major questions: What should be included in the training curriculum? Who should be trained and when? How might the grant support the teachers in making changes in their classroom? What effect do these changes have on the students?

After reviewing the literature we decided to design the curriculum around four areas of learner differences: content, rate, preference, and environment. A classroom that has the greatest ability to adapt to a wide range of differences would (a) match the curriculum to a student's interests and abilities (i.e., content), (b) provide the time needed to learn the content (i.e., rate), (c) provide choices to the student in learning the content (i.e., preference), and (d) organize the classroom so that students could learn independently or in small groups, inside or outside the classroom (i.e., environment). We then developed units that correlated to each of these areas. (These units are described on pages 18- 20 in this issue of *Tempo.*) The training itself simulated an individualized classroom in which teachers were able to select the units that related to the area(s) that they wanted to change.

Because we knew how important the principal and the community were in supporting teachers and providing resources to help the change process, these groups were trained first. We added a mentor teacher to this support team who could organize meetings with the other six teachers, who could network with other schools who were involved in the project, and who would be on-call to assist teachers in reaching their change goals. Along with the grant staff, this local support team provided the necessary infrastructure to encourage and sustain the oftentimes fragile nature of transformations that were occurring in individual classrooms.

Reviewing the substantial number of changes that occurred across schools and within individual classrooms (e. g. 162 of 165 teachers made changes), we have made some preliminary observations about the forces that influence teachers' decisions in changing their instructional practices. First, teachers were able to select the change goals that they wanted to achieve. Some were very small (e. g., adding a center that provided more choices) while others were transformational (e. g., allowing students to accelerate into higher grade level materials). Second, when the teachers participated in the training, they personally

experienced the effects of a classroom that adapted to their differences. This experience provided the early vision and the initiative to begin. As one teacher explained, "I finally have the hangar that I needed to put my dress together." Third, the teachers received follow-up and developed a support network at their campus, from the grant staff, and from other schools. The mentor met with the project teachers on a regular basis and identified or developed resources that might be needed. Schools visited other schools and shared ideas at weekend retreats. The principal was a key player, supporting either directly or indirectly the number and kinds of changes that were made in the school.

Our initial analyses of data reveal that classroom changes in rate (e.g., allowing students to progress at their own pace) and in content (e. g., interdisciplinary curriculum) relate to increased student achievement scores in reading and in math. Conversations with gifted children in grant classrooms revealed their appreciation of individualization (Davalos, 1996). Scott, one of the students, wrote a paper about schools in the twenty-first century: "They are doing different projects for different subjects at different times so they can have fun while they learn...They are allowed to go on to any grade they are comfortable with so they can be in a class that will not bore them so they can learn at their own rate of learning...Students attend classes according to their intellectual strengths or weaknesses" (p. 81). Alison, another gifted child, "talked about enjoying projects that were 'realistic' in nature, such as taking the perspective of a geologist in studying caves. Her disgust about having to do worksheets in earlier grades was expressed strongly" (p. 82). However, not all classrooms were able to achieve Scott's vision or provide more authentic types of research. With only two years of implementation, teachers experienced varying degrees of success in adapting for individual differences. These kinds of changes require focused goals, expertise, perseverance, support, and time.

At TAGT we are aware of the challenges that teachers face when moving from subject- to learner-centered curriculum. While possible, managing for learner differences is not an easy task. Schools that move toward inclusionary administrative arrangements must provide the staff development that will assist teachers in individualizing and adapting for gifted learners. Yes, Scott and Alison, you can be certain that TAGT will advocate for you and for the best education for gifted children during the upcoming legislative session.

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Teaching Gifted Kids In Today's Regular Classroom

Susan Winebrenner
Brooklyn, MI

As I travel around the country presenting workshops on how to teach gifted students in the regular classroom, I am impressed by the variety of teaching styles represented in the audience. There are places where school reform and restructuring have taken root and where teaching and learning are totally transformed from traditional methods into state-of-the-art experiences in which students are engaged in authentic learning tasks, fully and actively engaged in constructing knowledge. There are places where more traditional teaching is effective; where students are expected to learn a prescribed curriculum in mostly teacher-directed ways. There are places where cooperative learning groups work on knowledge and comprehension activities, and places where such groups work on analyzing, evaluating and synthesizing challenging, open-ended data. There are classrooms in which student interest is incorporated into learning activities, and classrooms in which hard-working teachers strive to make prescribed curriculum as interesting as possible. There are places where experimentation and change are welcome; others in which such exercises are viewed with suspicion and resistance by some community members. And in all these places, and all these classrooms, there are gifted students trying to realize the promise of American education: for all students to learn to their highest potential and to become effective and productive citizens of the 21st century.

Many districts that support the principle of heterogeneous grouping communicate expectations that makes teachers they are to teach a "one size fits all" curriculum. Somehow a belief that has accompanied the return of all atypical learners to regular classrooms is that all students should work together as one large group as often as possible. New curriculum that place teachers in a more direct teaching role also tend to lead to expectations that class members work as one unit. Regrouping for instruction, even informally, may be perceived as incompatible with current educational ideals.

As Jim DeLisle (1995) has pointed out, all young people deserve to feel proud of who they are and to be validated that they do not need to change to be an accepted member of their classroom and student body. Theodore Sizer (1984) reminds us that students being different may be inconvenient, but it is inescapable. He tells us that adjusting to those differences is the inevitable price of productivity, high standards, and fairness to students.

Educators seem comfortable with the idea of adjusting the curriculum to help students with learning difficulties, but often are not as comfortable offering similar adjustments for their most capable students. The mistaken belief here is if the student is getting high grades, no differentiation is needed. Practices which send direct or subtle messages to kids that being the same as everyone else is the desired goal can create underachievement patterns in highly capable learners.

Differentiation Guidelines

This article describes several guidelines teachers should follow as they determine if their most capable academic learners are indeed being challeneged by whatever teaching style is being utilized. The guidelines are generic; they are applicable regardless of the curriculum and teaching styles.

Pre-Assessment

All learning activities, including thematic, interdisciplinary units, should have pre-assessment opportunities available for students who volunteer to demonstrate prior knowledge and mastery of concepts, ideas and skills. Whatever method you have planned for assessing student progress during or at the end of a particular unit of study is the same method you can use for pre-assessment.

Whether the pre-assessment takes the form of a written test, measuring student response as the class brainstorms all they know about an upcoming topic, or performance on a designated task, teachers must realize that what has been planned as suitable for students who are learning at a level commensurate with their age cannot be equally appropriate for students who learn at levels 2-3 years beyond their chronological age. Approaches like "Mastery Learning" do not typically include a pre-assessment opportunity, causing gifted students to have to wait until the first teaching and learning steps are complete before they can indicate their level of mastery.

The pre-assessment is one step in what is called "compacting," which means finding ways for gifted students to spend less time with the curriculum designed for age peers. Many sources exist to help you practice compacting painlessly and effectively (Reis, Burns, and Renzulli, 1992; Starko, 1986; Winebrenner, 1992). When you compact, you also plan differentiated activities for gifted students to work on instead of that part of the regular curriculum they have already mastered. When compacting and differentiation opportunities are regularly present, your most capable learners can enjoy the wonderful experience of learning new content as well as learning how to learn.

Planning

Plan differentiation options during the same time you are designing the learning activities for all students. I truly believe when you're prepared, you're not scared! Many teachers resist the notion of compacting and differentiation because they fear it will just create a lot more work for themselves.

Whether you plan regularly with other teachers such as during team planning time, or create most of your learning activities yourself, you will find the prospect of some kids needing differentiation much less terrifying if the differentiated activites are ready before you begin your teaching of the new content.

Even if no students qualify for compacting and differentiation at the beginning of the unit, you will observe some students who "finish early" by demonstrating mastery of concepts ahead of others and who would welcome being able to move on to other activities. Such activities should not be designated "extra credit" since they should *replace* activities students have demonstrated they do not need to do.

If you are concerned that no students will become eligible for compacting, remember that the activities you've planned could be used as culminating activities or to provide some variety the next time you teach the same content. Resources to help you plan differentiated activities include materials by Beecher (1995), Fogarty (1991), Kaplan (1986), and Winebrenner (1992).

I've recently developed a format (Figures 1 and 2) that many teachers find helpful in planning the differentiated tasks. Regardless of one's "teaching style," the method appears to be flexible enough to be used comfortably.

Products

Gifted students often "get hooked" on certain topics, and become very frustrated when arbitrary time constraints force them to move on to other topics before they are ready. Therefore, you are encouraged to provide adequate time both for the careful selection of a topic that is likely to keep a student interested, and for adequate time to work on the related project. The Log (Figure 2) may also be used for students to keep track of their daily progress on their project.

Avoid requiring written products, since writing slows down the fluent thinking of some students. Always offer a menu of ways in which information may be shared, such as those found in the Tic-Tac-Toe Menu (Figure 1).

Personal Research

Allow students to work on topics in which they are passionately interested during school time, whether or not they are actually connected to the designated curriculum. Many gifted students conduct research and create projects during the time they spend at home, and might be willing to spend time at school working on these ideas. It's perfectly "legal" for them to do this, since they will have demonstrated that they have attained mastery of some of the grade-level curriculum, thus being able to "perform" well on state or local assessments. Try not to become overly involved in evaluating these projects, since that might cause the student to decide to return the project to home to only work on it there. If students do not have such a project in process, or are unwilling to work on it at school, help them identify a topic in which they are interested and work on it during the time they do not have to work on the "regular curriculum."

Work Groups

It's important to allow kids who qualify for differentiation to work together on the differentiated tasks. When groups are formed of students working on similar differentiated tasks, such grouping seems natural to other students in the class. For high self esteem to accompany learning experiences, students must be able to "be themselves." Very few students would really choose to work alone, separated from other students. Allowing students to work together on similar activities allows them to continue to feel like they "belong" even if their work is differentiated.

Standard: The learner will be able to identify and describe the parts of designated types of cells.

Pre-Assessment:
If the learner can:
- Sketch and identify parts of a designated type of cell
- Demonstrate how a living thing is made of cells
- Draw and describe a cell membrane
- Compare and contrast two types of cells
- Sketch cell division as it appears under a microscope

THE LEARNER CAN SPEND REGULAR CLASS TIME WORKING ON SELECTED OPTIONS FROM THE FOLLOWING MENU. The Learner will keep a record of the work that is done each day on the log that is provided.

RESEARCH a disease that comes from out-of-control cell division. **HYPOTHESIZE** how such division could be brought under control.	**CREATE A VISUAL** to illustrate the principles involved in heredity. **READ** about possible abuse of scientific ability to control heredity.	**INVESTIGATE** how gene therapy is helping to fight disease.
INVESTIGATE another topic with the word "cell" included: cellular phones, cellulite, prison cells, etc.	**STUDENT'S CHOICE**	**STUDY** a related field: cytology, histology, biochemistry, etc. **TEACH** a mini-lesson about it to the class.
PREPARE several types of slides to be studied under a microscope.	**STUDY** cell division and find a way to illustrate or demonstrate it for other students.	**RESEARCH** several cases of multiple births and relate how cells produce this phenomena.

Figure 1.
Tic-Tac-Toe Menu
Cell Structure Example

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Evaluation

All students deserve to know what criteria will be used in evaluating their work. Students with perfectionistic tendencies are especially grateful for such guidelines. The Product Guides that have been developed by John Samara are especially helpful for this step.

When students are able to demonstrate prevous mastery of a unit of work, they should earn mastery credit for that unit at the time of the pre-assessment. When students are working on differentiated tasks that replace the "regular work", they should be able to earn equivalent credit for the differentiated work.

Be certain that evaluation guidelines are worked out ahead of the time the students begin the actual work. If your students earn letter grades, the alternate work guidelines should be constructed so that A's or B's can be earned. If your students' work is evaluated in ways that do not lead to letter grades, find ways for them to earn equal credit for their differentiated work.

Conclusion

All students have a right to learn challenging material every day they are in school. In order to provide challenging learning opportunities for students whose learning abilities exceed those expected of students their age, compacting and differentiation opportunities must be planned simultaneously with regular curriculum planning and offered routinely to students who need them.

Students keep track of their daily progress on their extension projects by using this log:

LOG OF DAILY PROGRESS ON EXTENSION PROJECT

NAME _____

PROJECT TOPIC _____

DATE PLANNED	ACTIVITY	WORK ACTUALLY COMPLETED

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Figure 2.
Example of Daily Log

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TOMLINSON, from pg. 1

settings in which gifted students invest most of their school years cannot function with the assumption that "somebody down the hall" takes care of the learning needs of these atypical youngsters. Thus, if it appears visionary to push for teaching gifted learners (as well as other academically diverse learners) appropriately in the regular classroom, I would argue that it is an imperative vision. Public schools cannot thrive unless they belong enthusiastically to all students who enter them and gifted learners cannot thrive unless developing their talent is a full-time proposition.

What is a Differentiated Classroom?

"Differentiated instruction" is a current term for what many excellent teachers have known for decades in this country. Students are not all alike. They differ in readiness, interest, and learning profile, even when similar in chronological age. Shoot-to-the-middle teaching ignores essential learning needs of significant numbers of struggling and advanced learners. To challenge the full range of learners appropriately requires that a teacher modify or "differentiate" instruction in response to the varying needs of varying students in a given classroom.

A "differentiated" classroom is one in which a teacher provides a variety of avenues to content (what is taught), process (activities through which students come to understand what is taught), and products (how a student shows and extends what he or she has learned) in response to the readiness levels, interests, and learning profiles of the full range of academic diversity in the classroom (Tomlinson, 1995a).

For gifted learners, an appropriately differentiated classroom will provide materials, activities, projects or products, homework, and assessments that are complex enough, abstract enough, open-ended enough, and multifaceted enough to cause gifted students to stretch in knowledge, thinking, and production. These classrooms provide consistent expectations for gifted students to work with fuzzy problems, make great mental leaps, and grow in ability to exercise independence (Tomlinson, in press).

Characteristics of a Differentiated Classroom?

Among characteristics of a classroom likely to be responsive to the needs of gifted (and other academically diverse students) are the following:

- Teacher sensitivity to the varying needs of learners
- On-going assessment of student progress and modification of instruction based on assessment data
- Multiple learning options at a given time on many occasions
- Variable pacing
- Respectful (interesting, important) tasks for all learners
- Use of flexible grouping (balancing like-readiness grouping, mixed-readiness group ing, grouping by interest, random grouping, whole class instruction, and individual/ independent work)
- Teacher use of a variety of instructional strategies (learning contracts, compacting, group investigation, complex instruction, interest centers, learning centers, tiered lessons, tiered products, graduated rubrics) that invite varying students to learn in a variety of ways
- Varied modes of assessment likely to give students maximum opportunity to demonstrate knowledge, understanding, and skill; and
- Grading based, at least in significant measure, on student growth rather than in comparison to one another or to an absolute scale (Tomlinson, 1995a).

These sorts of classrooms are likely to be positive for gifted learners because they accept who these learners are, reflect an awareness of the specific achievement level of the learner at any given time, and provide learning opportunities that match the child's own achievement level and interests. In addition, these classrooms allow a gifted student to work at an accelerated pace, or slow down when appropriate for in-depth study. The teachers in these classrooms ensure that tasks of gifted learners don't "stick out," appearing to be abnormal. They provide a range of learning modes, ensure opportunity to work with a full range of students - including peers with similar readiness level and similar interests - and help gifted students strive for authentic personal excellence rather than allowing them to crouch under ceilings of expectation that are too low for their learning capacities.

What Supports Development of Effectively Differentiated Classrooms?

All schools and teachers differ. There is no one-size-fits-all formula for meeting the needs of aca-

demically diverse populations in regular classroom any more than there is a one-size-fits-all approach to teaching gifted learners. It is important to understand that teachers have special preferences, strengths, and weaknesses as individuals, just as their individual students do. Nonetheless, there are several factors likely to promote effectively differentiated instruction in regular classrooms (Tomlinson, 1995b; Scruggs & Mastropieri, 1996).

A rationale for providing differentiated instruction

Most classrooms employ single-size instruction. Thus, moving toward differentiated instruction requires considerable change on the part of teachers. Changing habits or patterns of teaching in busy and pressure-laden classrooms is difficult and stressful. Teachers who are helped to understand specific benefits to students and to themselves of differentiated instruction may be more willing to risk the change than those who are not assisted in developing a solid rationale for change, or those who are mandated to change rather than assisted in doing so.

Teacher training and support in learning to differentiate instruction

Teachers may need help in shifting their role from "teller" to facilitator, learning to manage multi-group, multi-task classrooms, learning to plan appropriately responsive lessons, dealing with issues like fairness and grading, developing skill and comfort with a range of instructional strategies that facilitate differentiation, relating other school initiatives to principles and practices of differentiation, and so on. Not only does such learning require long-term, in-depth direct staff development, but it also calls for on-going conversation with colleagues, and in-classroom coaching for transfer of principles into active and appropriate classroom practice. One-shot staff development sessions, lack of sustained focus on the topic, and exhortation without attachment to the classroom will greatly decrease the odds of developing a staff skilled and comfortable with providing appropriate instruction for gifted (or other academically diverse) learners in the regular classroom.

Assistance in establishing appropriate goals and timelines

When introduced to principles of differentiated regular classrooms, it is easy for teachers with high self-expectations to feel a sense of urgency in modifying their classroom practices to address diverse learner needs. Attempting to do too much too fast leads to frustration and exhaustion, if not failure. These teachers need instructional leaders who encourage them to pace themselves in the change process - to set and achieve manageable goals. Other teachers may find it difficult to begin making classroom modifications. An "I already do that," or "next year will be easier" stance calls for instructional leaders who prompt teachers to take first steps, monitor their progress in doing so, and acknowledge progress when it is made. Like good teachers, effective instructional leaders create environments that balance high expectations, safety, and support. They do this in response to the differing readiness levels, interests, and learning profiles of *their* learners, who, in this case, are teachers.

Personnel support in the form of specialists

Use of gifted education, special education, and compensatory resource teachers working as a team with classroom teachers provides multiple minds and many pairs of hands to develop and facilitate appropriately responsive regular classroom instruction. These teams should not be ones of ownership (that is, the gifted education specialist only working with students identified as gifted, the special education resource teacher only working with identified special education students, or the regular classroom teacher focusing on the "typical" students), but rather a team of educators with a common goal of developing alternative ways of challenging a diverse group of learners in whom all of the adults have a stake. Library/media specialists and computer/technology specialists can also play potentially powerful roles as team members in establishing differentiated classrooms.

Time for learning and planning

Teachers cannot reasonably be expected to develop new ways of thinking about classrooms, new approaches to curriculum and instruction, and new management and reporting routines without time for thinking, planning, collaborating, and evaluating progress. Said another way, asking teachers to reconceive their teaching without providing release time to do so is equivalent to asking someone to sketch the design for a skyscraper while juggling chain saws.

Diversified materials

Teachers who have only one textbook for all students in a given subject, who are limited in access to supplementary print and computer resources, or who have little chance to tap into volunteer and community resources are far more constrained in providing instruction matched to students' readiness levels, interests and learning profiles than are teachers supported in gaining access to varied materials and resources. This statement is not the

equivalent of a mandate for big spending. In fact, many teachers allowed to earmark existing funds in new ways and those supported in gaining access to volunteers would likely be far more creative in adapting instruction for diverse learners than they are able to be with predetermined lots of prescribed materials.

Supportive policies

Teachers are often pulled in multiple directions by mandates, initiatives, and policies that are diametrically opposed. It is difficult to expect a teacher to create responsive regular classrooms when the policy message is clear that the worth of the teacher and her students will be judged by a single, standardized test. It is futile to hope for appropriately advanced learning for gifted students when test-driven curricula are rooted in fact or skills level goals.

It is foolish to hope a teacher will become more sensitive to the needs of students when that teacher is expected to follow a rigid curriculum guide in a relatively lockstep fashion. It is largely pointless to push for differentiated regular classrooms while simultaneously increasing rather than decreasing class sizes. And differentiated instruction is made more difficult by school schedules that carve time into small blocks that cannot be restructured as needed by the regular classroom teacher.

Why Work for Differentiated Regular Classes?

If creating regular classrooms that are appropriately responsive to gifted (and other academically diverse learners) is so difficult, we might logically ask, "Why bother? Why not just scramble for that hour a week or maybe even hour a day when advanced learners' needs are addressed outside the regular classroom?"

When Christopher was five, he could add and subtract multi-digit numbers with ease. He could tell time without pause. He could make change with precision. It was May before his kindergarten teacher introduced the notion that numbers are read from left to right on the page. In first grade, Christopher was hungry to read real books, but he spent the year "learning" vowels, consonants, and how to make words. In second grade, he wanted to know about black holes. His teacher gave him a book on the subject, but it left Christopher with many unanswered questions, so he asked for other books. His teacher told him there were none.

In third grade, his standardized math scores in the spring were so high, that his teacher suggested he might enjoy going to fourth grade math class for the last month of school - but noted that even if he could do the fourth grade math, he'd have to repeat it next year. There were no provisions for acceleration, in or out of grade level.

A strong pull-out program may well generate moments of mental energy in Christopher's otherwise inert school experience. For that reason, it is valuable. It is not, however, an acceptable substitute for four years - each 180 days long, each day six or seven hours in duration.

Christopher is real. So is the problem. Many things that are important are difficult to come by. Well differentiated classrooms are relatively scarce - and inestimably valuable - and unquestionably worth the effort to support and expand.

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Looking into a Differentiated Primary Classroom

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Within regular classroom settings, teachers can challenge gifted and talented children, meet the needs of students with special abilities and interests, and improve the quality of education for all children. They accomplish this by using differentiated or modified curriculum and individualized approaches to teaching. In these classes children have the opportunity to raise their level of thinking and creativity. This is not an easy task, but it has proven to be necessary in many schools.

The process of differentiating or modifying the curriculum is multidimensional. When this responsibility is given to the regular classroom teacher, the differentiated curriculum needs to be qualitatively different than the regular curriculum and not merely more work for the student. Three aspects of the regular curriculum that can be modified are: a) the content of the material, b) the method of presentation, and c) the nature of the learning environment (Maker 1982).

The students in my regular primary classrooms in the past five years, have experienced a variety of modifications in the content and presentation of material, and in the learning environment. Students' abilities and interests drive the need for modifications in the curriculum each year. Several methods of differentiation and individualization have evolved from my on-going search for new ideas and materials, and have been made possible due to the support and collaboration from teachers and administrators.

In addition to the traditional pull-out program for the gifted and talented students, the need for grouping gifted students for additional learning experiences with their gifted peers has proven necessary. As stated by VanTassel-Baska(1992), "Grouping of the gifted should be viewed as a fundamental approach to serving them appropriately rather than merely as an organizational arrangement." Gifted students benefit from and can be challenged by experiences with other students who possess advanced abilities, similar interests and higher levels of thinking and creative productivity.

In one school setting the identified gifted and talented students from each first grade classroom met with one teacher, once a week. During this time the students were involved in enrichment activities which required higher order thinking skills, the development of independent research skills, and a more in-depth study of certain themes or topics from the regular curriculum. While the teacher's other students were distributed among the other classes for tutoring and enrichment activities, the gifted and talented students were provided opportunities to work together in a small group setting with attention focused on their special needs and interests. The students developed logical and deductive thinking skills through mathematical problem-solving activities. They set up and conducted experiments, providing hands-on experience in discovery learning and scientific methods of exploration. Literature studies provided a springboard for activities involving higher-level thinking strategies and creative expression. For example, after reading a book, the students analyzed how a character in the story might have a different point of view and might tell the story differently. Then they created and acted out the new version of the story. Such activities stemmed from literature used in the regular curriculum as well as more advanced reading materials.

Additionally, the gifted students' individual interests and abilities were addressed through the assignment of independent research projects in which they learned skills and methods for researching a topic of their choice. After becoming an "expert" on a topic, a student created a product to assist in their presentation of what they had learned. Products may have included a poster with a summary of information and illustrations, a student-authored booklet, a slide or video presentation, a graph of data, maps, an art project, dramatization, or any other creative idea selected by the student. A video tape of the presentation could be included in the student's portfolio.

Through teacher collaboration and support, such a grouping can produce successful learning experiences for the gifted students. Each teacher in the grade level may take the responsiblility for teaching the gifted group on a rotating basis, bringing more ideas and variety to the development of activities. However, our projects were often on-going and

required extended periods of time for completion. Therefore, the responsibility of challenging the gifted students may need to remain with one teacher. As emphasized by VanTassel-Baska (1992), "Gifted learners should have the opportunity to interact with others at their instructional level in all relevant core areas of learning in the school curriculum." This type of small group setting and time allotment allowed the gifted students to work in a variety of subject areas with other gifted students, in an accepting and challenging environment.

While gifted and talented students are included in the regular classroom setting, however, they are still in need of a more challenging curriculum. Individual challenges and opportunities for creative expression and productivity are provided through higher-level challenges in thinking, open-ended questioning techniques and individualized homework assignments. In addition to these modifications, students are given many choices about what and how they learn, making the curriculum more dynamic in nature.

In order to create opportunities for higher-level thinking, Bloom's Taxonomy of thinking skills is taught, involving the students in activities which utilize each type of thinking strategy. The vocabulary of Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis and evaluation) is displayed in the room, taught to the students and referred to often. The students learn to identify each level of thinking in the learning activities throughout the integrated curriculum.

Questioning techniques also help provide a more challenging and motivating environment. Open-ended questioning encourages more creativity and higher levels of thinking. Through awareness and fine tuning of questioning techniques, the teacher can individualize the challenges in learning by tapping into a student's special abilities and interests. Additionally, encouraging students to ask questions promotes the development of more complex thinking strategies. My students become accustomed to being responsible for developing questions. For example, when they collect and compile data to construct a graph, they create questions to correlate to the information on the graph. The importance of developing questioning skill is stressed by Johnson (1990) when she states that, "One of the greatest bridges in preparation for the squiggles in life is differentiated questioning skills. It is an important learning tool that stimulates high-level thinking and strengthens self concept."

Individualizing homework assignments has provided a means by which gifted students can experience more challenging extensions to their learning. By purchasing, creating and utilizing materials which promote problem solving and deductive reasoning strategies, the more advanced students are presented with challenges better geared toward their ability level, through their homework assignments. In addition, the students who need remedial work or additional practice are also given more appropriate homework assignments. Providing choices in projects that are assigned can also help differentiate according to interest and ability level. For instance, a home project assignment may include a list of activities from which to choose that involve an increasing degree of difficulty or higher levels of thinking. Also, students are encouraged, and provided with resources, to perform independent study in their own interest areas. Matching homework assignments more closely to abilities and interests provides more meaningful and motivating learning experiences for the individual student.

Within the core subject areas of the regular curriculum, gifted students are presented a variety of modifications and choices. Enrichment activities are integrated into the regular curriculum providing experience in hands-on, problem-solving activities which promote student thinking beyond the basic skills required of most math and science programs. Centers and board games are used to challenge mathematically gifted students in application and acquisition of problem-solving skills. Computer programs can also provide a format for students to experience individualized challenges in math. Logic puzzles integrated into the various themes or topics of the regular curriculum, challenge students in deductive thinking processes. They learn to analyze clues and use a grid to record their conclusions. Also, they become involved in applying their knowledge of certain topics, or researching new topics in order to use the information in creating their own logic puzzles.

Acceleration to the next grade level for math may also prove necessary for students who are mathematically advanced. Scheduling for a student or students to leave the regular classroom and enter a classroom at the next grade level can be difficult. However, when a teacher is willing to work with gifted students, it can be a successful experience. One of my gifted first grade students who attended a second grade math class, was not only exposed to the second grade math curriculum, but also experienced individualized challenges created for his special

abilities. This individualization of the upper grade content is essential as Schiever and Maker (1991) explain, "Acceleration as a service-delivery model fails to provide a differentiated curriculum for gifted learners. Students receive instruction...designed for average students who are older than the gifted student, but the curriculum is not changed to match the needs of the gifted." In this instance, the second grade teacher was willing to customize and differentiate the math curriculum according to the accelerated student's special ability.

Gifted students who demonstrate interest and advanced ability in reading should be provided a variety of choices in reading material as well as opportunity to read at a challenging level. Providing literature in the classroom at higher levels such as chapter books, science and math related literature, and biographies, enables gifted students to explore topics according to their interests. Sets of books are used in my classroom for all students to read literature related to the unit themes or topics being explored. This exposes children to a variety of genre and reading levels. Additionally, time for choosing and reading books is provided in the classroom daily.

My students are also involved in daily writing activities including the creation of their own books. This allows students to express themselves creatively at their individual ability levels. The children are taught writing processes and editing skills, and produce individual books as well as class books. Again, providing choices and an open-ended format aids in the individualization of the curriculum according to student ability and interest.

Incorporating activities into the regular curriculum which provide for higher levels of thinking and are designed according to the needs, interests and abilities of individual students, is an on-going challenge for the regular classroom teacher. However, the endeavor of redesigning the regular curriculum and modifying teaching methods in order to address the needs of the gifted students, has proven to be a beneficial one for all students. By creating an atmosphere where students take ownership for their thinking and learning, are challenged at and beyond their individual ability levels, and are encouraged to express themselves creatively, all students are being provided a more enriched learning experience.

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Student Created Learning Centers: A Tool for Self-Directed Learning

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Providing educational services for the gifted in the regular classroom is difficult, so teachers are now looking for useful tools that address educational opportunities for gifted students in such a setting. Teachers who participate in the curriculum course for the gifted at the University of Texas Pan-American find that a learning center is just such a tool. Each teacher guides gifted students in creating their own learning centers about topics that interest them. The traditional learning center is usually either prepackaged with activity cards and worksheets or is teacher-created when students complete prescribed content-based activities. Through the learning center approach small groups of gifted students create centers based on topics that they want to study. Students who did not find a common interest with others in their class create a center independently. The centers focus on content of interest to the students. Some student selected topics include hurricanes, whales, mythology, genetic engineering, and world conflicts. In the process of creating the centers the teachers serve as facilitators for the students' exploration and investigation.

E. Paul Torrance (1967) recommends that gifted students be given the opportunity to learn what they want to learn instead of what they have to learn. Teachers observe that students given the opportunity to select a topic to study become excited and "fall in love" with their topics. These topics go beyond the level of interests and become "passions." They become enthralled with their content areas and spend hours, days, weeks, and possibly years pursuing knowledge in these areas. "True motivation comes when we nurture learners to pursue what they love. As adults, we are free to do this on an on-going basis, but as children, and youth, 'passion learning' usually takes place out of the school environment instead of the regular classroom" (Goertz & Betts, 1994, p.6).

Teachers report that these learning centers are exciting ways to promote independent thought and action in the regular classroom. The gifted students utilize the center as a creative base to organize information on a topic of interest as well as a display for completed activities. The steps in developing the center require the students to: (1) define a topic of interest, (2) write questions about the topic, (3) design activity cards, (4) gather materials and people resources to complete the activity cards, (5) complete the activity cards, (6) share completed projects with an appropriate audiences, and (7) assess and evaluate the completed projects. These steps lead the students through the process of researching a real problem or topic. As an investigator of a topic or problem, the student is both a consumer and a producer of knowledge. This Type III enrichment, according to Renzulli (1977), is appropriate mainly for gifted students. A student-designed center is one method to communicate results in a professional manner when it is prepared for an authentic audience. The completed center is a display of products that students create from their activity cards. For example, a mythology center created by three third grade GT students includes a video of interviews of mythological characters they portrayed, business cards for Greek god/goddesses and directions on how to create a business card, pictures of Greek architecture, card packet of information about myths, and handmade musical instruments.

How To's

How do the students develop skills to work independently, make choices, complete activities, record progress, and work individually or in small groups? We found that most children who attend traditional classrooms, who are told precisely what to do experienced difficulty with the transition to a flexible, self-disciplined learning center. To facilitate the selection of a topic teachers guide students in the beginning to create a learning center. The teachers and students cooperatively assess interests to define a topic, establish goals, and plan learning activities to determine the final presentation.

Defining A Topic

To begin, each student chooses a topic of interest or "passion." This is a monumental task for students who have many interests. It is difficult for them to converge on the selection of a single topic. To facilitate the selection of the topics the teachers offered several brainstorming strategies. One such strategy is taking ten 3x5 notecards, writing one topic on each card and arranging the cards in rank order according to intensity or degree of interest.

Questions to Guide the Investigation

After the topics are selected, the students generate questions on what they want to know about the topic. Students write several questions about their topics. Emphasis is placed on developing who, what, what if, when, where, why, and how questions, rather than yes/no questions. For example, Cheryl, Scott, and Bert, third grade GT students, chose mythology as their topic. Some questions about their topic are: (1) Who are some of the Greek characters and what do their names mean? (2) What if the minotaur or pan actually lived today? (3) If Greek gods/goddesses carried business cards, what would they say?

Collecting Data

With questions in mind, the students collect data about their topics. Teachers encourage students to find the information in a variety of sources. Students list people who may have information on the topic, such as specialists in the area of interest, a teacher, a neighbor, relative or friend. They use the phone book to jot down addresses and phone numbers of the individuals. In addition to people, students list places where they might find information. For example, still using the mythology as the topic, the student might explore a museum that has a section on Greek history or visit the public library.

Designing Activity Cards

The next step was the creation of activity cards. Each student completes this task by selecting a verb and a product from the lists the teachers provide. The first list of words (verb list) suggests what could be done; the second list (product list) suggests items to produce. Some samples of activity cards by Cheryl, Scott, and Bert about mythology are: (1) Create a script and video tape interviews with mythological characters. (2) Research the meaning of the roles of the Greek gods/goddesses and create business cards for each character. After the activity cards are planned the students gather all the information available and complete the activities.

Presentation Design

To bring closure to the project, the students decide which authentic audience to present their project. Cheryl, Scott, and Bert present the activities they completed on Greek Mythology in a mini-seminar format to the their third grade classes. Most students select another class to share their presentation with, but other students present to a special interest group, and some opt to share their work at a special event in the school. Students who are confident and secure with their presentation may select civic organizations or other special interest groups in the community to make their presentations.

Advantages of the Center

The teachers report several advantages of using the learning center as a tool to meet the needs of the gifted in their classroom. First, the learning center allows the students to do their own thinking. They explore, questions, experiment and formulate their own plans of learning. This open-ended learning situation encourages the gifted to engage in topics of intrinsic interest. Second, although regular classroom teachers often use independent study as a way to extend programming for the gifted, the learning center goes one step further. It emphasizes the processes of higher level thinking, productive thinking, inquiry and creative problem solving. This approach personalizes learning so the gifted child moves at his own pace and can explore individually selected topics. The teachers observe that the learning center approach certainly promotes independent thought and action in classrooms. It was a viable approach to meeting the needs of the gifted in the regular classroom by providing a more flexible learning environment which is adaptable to the gifted child's learning style. The child moves from the role of student to the role of learner. Finally, the learning center approach relates to present world conditions. As norms for social and interpersonal relations change, so must the learning environment for the gifted child change. A rigid authoritarian system which would have children line up, sit quietly for long periods, work on the same assignment, and keep their ideas to themselves does not prepare GT students to function in the fast moving, open society. Gifted students who are making choices and decision in their education develop social and intellectual skills (independence, responsibility, creativity, resourcefulness) that are necessary for today's world.

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The Gifted Student in the Regular Classroom: A Survey

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This issue of *Tempo* is focuses on the needs of the gifted learner in the regular classroom. However, there is a need that must be established before any method, process, or technique can be successful. Are our colleagues convinced of the need to modify the regular curriculum for gifted learners? This study assesses beliefs of classroom teachers in areas critical to successful modification of the curriculum. Beliefs about education are inevitably reflected in classroom practices, so this survey examines those, also. In addition, parents of gifted students were asked to respond concerning the regular classroom experiences of their child.

Despite wonderfully planned and implemented enrichment programs for the gifted, most high ability learners in Texas spend the majority of their school days in heterogeneous classrooms. Most elementary gifted students are served in pull-out programs, which do not focus on the core curriculum. Many of our brightest are simply "marking time" in the classroom where the best way to succeed is to do just as the teacher asks; nothing more (Reis, Burns, and Renzulli, 1992).

Heterogeneous ability classrooms and inclusionary practices place the high ability child in an environment where repetition and a moderate pace are the norm. Consequently, there is a serious mismatch between the abilities of the child and the work he/she is expected to do. This mismatch results in wasted time in the best case, and frustration and underachievement in the worst case.

Clearly, our high-ability students face a daily curriculum that moves too slowly and repeats too much. Learning occurs when students are presented with challenging content, not when they are repetitively exposed to concepts and skills they have already mastered or can master with little effort (Westberg, 1995).

The 1993 "Classroom Practices Survey" (Archambault, Westburg, Brown, Hallmark, Zhang, and Emmons, 1993) reveals the typical experience of the gifted child in everyday classroom life. In the regular classroom, gifted students are given no more opportunity than average ability students to work outside the classroom, use enrichment centers, pursue self-selected, independent studies, or work in special interest groups. Gifted students have no more opportunities than average students to work in mixed-grade groups, work on accelerated materials, or to receive concentrated instruction in critical thinking skills.

Teacher Survey

In the spring of 1996, a survey was completed by 242 Texas elementary and middle school teachers to determine what Texas teachers think about teaching advanced learners in the regular classroom and how they translate those attitudes into practice. The teachers came from 15 schools (11 public, 4 private) in seven cities. In addition, parents of gifted students in those schools were surveyed and asked to reflect upon their child's regular classroom experience.

Teachers were first asked if they agreed or disagreed with this statement: "Students must participate in all learning activities in order to achieve mastery of a learning objective." Forty-one percent of the teachers believed that students must participate in all learning activities in order to achieve mastery of a learning objective. This is significant because Reis, et. al. (1992) discovered that teachers who equate participation in learning activities with mastery of a learning objective will probably have a difficult time streamlining curriculum.

Why might such a significant percentage believe that students must participate in all activities in order to master an objective? There are several possibilities:

- The teacher is not making a distinction between an objective and an activity.
- The teacher is using activities to measure the extent of learning.
- The teacher lacks background knowledge in learning styles of high ability students.
- The teacher utilizes several modalities in activities and wants to make sure she "hits" everyone.

Teachers were also asked if they agreed or disagreed with this statement: "Above average ability students have mastered 50% of the learning objectives for the year before formal instruction begins." Half (50%) of the teachers agreed, while 30% did not agree. Nineteen percent were not sure. Almost half (49%) of the teachers did not recognize that high ability students bring a great deal of knowledge and skills into the classroom. This has important implications for the high ability child:

- High ability students spend a large percentage of their class time in drill and practice that they do not need.
- High ability students become accustomed to everything "being easy" and never learn to take a risk.
- The high ability student with attention difficulties may become frustrated and underachieve.

Teachers were then given the following scenario: "You decide to pretest your students on the upcoming chapter/unit by giving the entire class the end-of-chapter/unit test in the text. Four students score between 85-90%." Teachers were given seven options for those four students and asked to check all that applied.

63% chose peer tutoring.

48% of the teachers would assign additional, more difficult activities from the text.

34% of the teachers said that they would teach the content as planned to the whole class.

45% would allow independent research on a related topic until time for the next unit.

12% of the teachers said that they would provide material from the next grade level's text.

18% of the teachers said that the would never pretest.

The most common option (63%) chosen by the teachers was allowing the four students to tutor peers needing extra help. When a teacher uses peer tutoring as an option, it is important to first ask these questions:

- What is the high ability student learning?
- What is the best use of the high ability student's time?
- Is the high ability student frustrated or impatient with slower students?

Another popular option (48%) was assigning extra activities from the text. Teachers who choose to assign additional activities from the text should be cautious. The extensions should provide opportunities for complex, high level thinking, and not be just "more and harder" of the regular content.

Interestingly, one-third of the teachers expected the students who had shown mastery of the content to participate with the whole class. Most of these teachers would also use the four students as peer tutors and would assign additional work from the text.

Parent Survey

Parents were asked how often their high ability child expressed feelings indicating that he/she either already knew what was being covered in school or that the material was too easy or boring.

- In math: 47% reported "often/very often"
  13% reported "never"
- In reading: 53% reported "often/very often"
  18% reported "never"
- In science: 32% reported "often/very often"
  27% reported "never"
- In social studies: 40% reported "often/very often"
  27% reported "never"

Parents were then asked to quantify how much of the grade level work their child already knew when school began the previous fall.

- Math: Fifty-five percent believed that their children already knew 50-100% of the grade level material.
- Reading: Sixty-eight percent believed that their children already knew 50-100% of the grade level material.
- Science: Forty-two percent believed that their children already knew 50-100% of the grade level material.
- Social Studies: Thirty-nine percent believed that their children already knew 50-100% of the grade level material.

Last, parents were asked to choose options for their child if he/she demonstrated mastery of content area.

- 17% would have their child taught the content along with the whole class.
- 42% would have their child given additional practice in the same content.
- 58% would have their child tutor peers.
- 63% want their child to use class time for independent exploration of a related topic.
- 48% would have their child work on material from the next grade level.

Discussion

Compare the options chosen by teachers for students who show mastery with the options desired by parents. Enlightening is the discrepancy between the percentage of teachers who teach the content to the whole class (34%) and the percentage of parents (17%) who desire this. Are we then surprised by the large number of parents who report hearing feelings of frustration and boredom from their children?

There was a large difference between the percentage of parents who would choose independent study and acceleration for their child and the percentage of teachers who would offer them.

Although the percentages of teachers and parents who would choose per tutoring as an option were comparable, it is interested that only 3% of parents would choose this as the only option. Many parents commented on the stress induced in their gifted child by peer tutoring. Once again, peer tutoring should be used with caution as a means of "enriching" the gifted student.

How can gifted specialists, administrators, classroom teachers and all those with a passion for the education of gifted learners use the information derived from these surveys?

- Establish the need for modifying the content and pace of the regular curriculum for the gifted learner before training and implementation of special programs. Remember, what a teacher thinks about teaching determines what is done!
- Use the questions asked in the survey as a "starting point" for inservice education of the regular classroom teachers.
- Survey your own teachers and determine which options are used most with gifted learners, and which options need to be developed.

Above all, let us use this data to strengthen the classroom experience of high ability learners and make school a purposeful place for them.

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PRODUCT DIFFERENTIATION: A CATALYST TO EXCELLENCE

Bertie Kilgore
Hardin-Simmons University

Products are important outcomes by which students communicate their analysis of existing information and they synthesis of new ideas or concepts. Student products involve a variety of processes and formats to match the audience and the content. However, in product differentiation, a primary consideration must be the ability and strengths of the learner.

A Self-Assessment of Product Differentiation

Take 5 minutes and complete the following task to discover your integration of product differentiation. For 2 minutes, list as many different kinds of products, appropriate to your curriculum and grade level, which students could produce to show they have learned some topic or content. Next, fold a paper into four boxes and write one modality in each box: visual, oral/auditory, written, and kinesthetic. Finally, spend 3 minutes reorganizing your product list by modalities. It is important that you recopy your products and list each under its modality in order to learn the most from this experience. The modality for each product is dictated by what the student primarily has to do to *produce* the product. Consider which products truly use multiple modalities. For those well versed in multiple intelligences, a product list might also be reorganized according to which of the intelligences each product incorporates.

Analyzing Your Product List

What can you learn by analyzing your product list? Most educators are less balanced than we intend in our product offerings to students. Many of us inadvertently teach using products most related to OUR strengths and passions.

Our product challenge is to strive for a balance in modalities and intelligences in order to reach more students more of the time and to increase the variety in the types of products students have opportunities to produce. A balanced offering of products also validates the significance of all modalities and intelligences and encourages students to demonstrate their best ways to learn. Students are more successful in learning tasks that incorporate their modality and intelligence strengths.

Continue adding to your list over time and create a checklist to help you more quickly insure production differentiation as you plan learning experiences. An example from a product checklist follows (Figure 1). It lists products in alphabetical order for quick reference. Each product is coded to the modalities and intelligences the student primarily has to use to *produce* and *present* the product. Many products may, in addition, be adapted to mathematical, naturalist, or musical intelligences by incorporating specific content in the task. For example, a book or booklet engages naturalistic intelligence when a student writes a booklet explaining to others how to complete an outdoor science experiment involving one species of birds.

Most products incorporate interpersonal intelligences when completed by a group of students; products encourage more intrapersonal intelligence when completed by an individual. Hence, on this checklist, both interpersonal intelligence and intrapersonal intelligence are marked for any product that could be done equally well by either a group or an individual. Most learning experiences can be designed by a teacher so either a group or an individual. Most learning experiences can be designed by a teacher so either a group or an individual can produce the product. The key difference is whether students are assigned to work together (interpersonal) or given the option to work alone (intrapersonal). As often as is appropriate, a teacher may begin a task assignment by stating to the class, "By yourself or with one or two other people..." Thus students are given the choice occasionally to work alone or with others. As one wise gifted student observed, "You can't work with others all of the time without compromising what you could really do."

Incorporating a Product List in Differentiation of Curriculum and Instruction

Use a checklist as a tool to help establish product selection options for students (Kingore, 1996). These options encourage the variety of forms recommended by the National Association for Gifted Children's position statement on differentiation of curriculum and instruction (NAGC, 1993). Product options greatly enhance student autonomy and elevate the

Product	Modalities				Multiple Intelligences							
	V	O/A	W	K	L	L-M	N	S	M	B-K	Inter	Intra
acrostic	•		•		•	•	•				•	•
advertisement	•	•	•	•	•			•		•	•	•
analogy			•		•	•	•				•	•
annotated bibliography			•		•	•	•				•	•
audiotape		•			•	•	•		•		•	•
banner	•					•	•	•			•	•
bio poem			•		•	•					•	•
book or booklet	•		•		•	•	•	•			•	•

Modality codes:
V = visual; O/A = oral/auditory; W = written; and K = kinesthetic

Multiple Intelligence codes:
L = linguistic; L-M = logical-mathematical; N = naturalist; S = spatial; M = musical; B-K = bodily kinesthetic; Inter = interpersonal; and Intra = intrapersonal. (For more information, see Gardner, 1993, 1995)

Figure 1.
Sample from the Product Checklist

results of an independent study from just research paper formats.

A product checklist provides these options for teachers or students:

1. **Product-student match.** When the teacher has a checklist of products categorized by modalities and multiple intelligences, the teacher can more accurately prescribe a specific product appropriate to any student's strengths and needs.

2. **Product choice.** The teacher may use the checklist to provide product options for a student by prescribing multiple products from which a student can select, all of which are appropriate to the learning task and the student. Product selection options allows each student some choice in how to demonstrate learning. The power of choice actually increases some students' motivation to excel.

3. **Individualized product selection.** To maximize student autonomy, however, use the checklist (Kingore, 1996) to provide each student with a personalized product list. To prepare the student's list, the teacher or the student highlights the checklist columns which match the student's pattern of strengths and then lists all or some of the products in those columns for a student's personalized list. This option allows open-ended product selection for any learning experience as each student has a list of appropriate products to choose from to demonstrate learning. The teacher's assignment to the student then becomes, "Here is the content. Which product might you select from your list to allow you to best demonstrate content that is in-depth, complex, and advanced?" With this option, a student can use a personalized product list as needed all year. In a regular classroom, these product lists help advanced and gifted students proceed independently with projects and self-directed study when preassessment shows that they have already mastered the core curriculum.

Product differentiation becomes a catalyst to excellence when it motivates students to incorporate content depth and complexity at a level commensurate with their abilities. A product checklist becomes a catalyst to excellence when it enables teachers to incorporated appropriate and varied products that encourage student autonomy.

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ADAPTING THE ELEMTARY CLASSROOM FOR GIFTED STUDENTS

Susan Johnsen, Patriciat Haensly, Gail Ryser, Randy Ford, Virginia Christian, Ruth Davalos, Glenda Griffin, Jan Purdy, and Mary Witte
The Mustard Seed Project

Most gifted elementary students spend most of their time in the regular classroom. Therefore, a federal Javits grant, the Mustard Seed Project (MSP), was developed to educate teachers in methods that they might use in adapting instruction for students with varying talents and abilities. The MSP encouraged teachers of gifted children to continue their resource and pull-out programs. At the same time, SMP showed teachers how to mentor and collaborate with the regular education teachers in providing a more comprehensive program to meet the needs of each individual gifted child.

Since the fall of 1994, 165 teachers have participated in the training activities. Most, 162, used the training they received and made significant changes in the ways they organized and taught gifted children in their classrooms. The MSP discovered three factors that contributed to these teachers transferring their training to their classrooms. First, the teachers experienced the effects of training activities that adapted to their preferences and interests. Second, the set their own goals for changes in their classrooms. The topics of these goals included curriculum compacting, interdisciplinary curriculum, authentic assessment, learning centers, and others. Third, and most important, we provided teachers follow-up support at their local campus. This support came from the project staff plus principals, mentor teachers, other participating teachers, and community members in their schools. In addition, we established a computer network for inter-district collaboration and electronic curriculum dissemination. Preliminary data suggested that changes in classroom practices, particularly in providing for learner differences in rate, related to improved achievement scores.

The Mustard Seed classrooms continue to be an innovative mix of successful, research-based methods for adapting instruction for students of varying abilities. For example, a project classroom might include learning centers, flexible groupings of students for specialized instruction, independent and small group study, and individualized student planning. Teachers use individual, small group, and whole group instruction based upon student interests and needs. The cornerstone of such classrooms is flexibility. Even after the formal project training and support was over, these teachers have a wide array of strategies available to them for meeting each student's needs.

Because causing change requires strong support, administrators, community members, and mentor teachers also participated in the staff development activities along with the regular classroom teachers. Each year of participation in the project, these important support individuals came to the training activities first. Then they could provide the resources and follow-up necessary to help the teacher participants reach their goals. Next, the mentor teacher returned with a set of six volunteer classroom teachers from her district to participate in the training activities. During the three-to-five-day training sessions participants systematically simulated several classroom practices. All participants became aware of learner differences and the possible negative effects of a rigidly-sequenced curriculum, of common activities, of forced grouping patterns, and of fixed time allotments on gifted children. The simulations provided opportunities for participants to experience and gain a new perspective on adaptive practices. These practices included interest-based topics, preference or activity choices, flexible groups, and varied time for tasks. What is more important, the lessons not only provided the cognitive training, but showed the participants through a first-hand experience that modifying instruction for gifted students in the regular classroom was indeed possible! Participants selected personal implementation goals, and chose among nine specific training units.

Unit 1: Adapting for Learner Differences

This unit described four general areas of individual differences: content, rate, preference, and environment. The participants first examined classroom models to detect the degree to which they

* This project was supported in part by U.S. Office of Education, Javits Gifted and Talented Students Education Grant Program, Award #84.206A-1.

provide for individual differences. Next, the teachers read case studies of gifted students and described the kind of classrooms that might be adaptive for each. Finally, the participants established individual classrooom goals by examining questions related to each learner difference area. At this point, the teachers choose to do those units of interest to them in their situations.

Unit 2: Organizing the Content for Learner Differences

We subdivided this unit into three separate parts. Based upon current classroom practices, the teacher selected one of these parts. One module was useful if a teacher's subject matter was organized around a textbook. A second module was available for teachers who organized their curriculum around concepts, skills, or strategies. A final module was used when curriculum was organized around interdisciplinary concepts. In each case, the teacher learned about pretesting, compacting, learning contracts, designing activities that varied response modes and formats, and designing learning areas inside and outside of the classroom. Within the interdisciplinary unit, the teacher had the option of using topics, literature, broad-based themes, issues or problems as a starting point for designing the unit.

Unit 3: Assessment

We also subdivided this unit into two separate modules. One module focused on designing assessment procedures that measured concepts and strategies. In the second, teachers learned how to develop dimensions, scales, and standards for evaluating performance or products. These were often used with portfolios.

Unit 4: Managing the Learning Environment

This unit was subdivided into four modules. Each module focused on how the teacher might organize the learning environment to adapt for individual differences. In "Room Arrangement," we showed teachers how to develop interest and learning centers. In "Materials," we showed teachers how to manage material for independent learning. In "Scheduling," we showed teachers how to develop teacher and student schedules that identify activities and times for sharing, conferences, direct instruction, and assessment. In "Record Keeping," we showed teachers how to develop teacher and student records for monitoring progress.

Unit 5: Instructional Strategies

We subdivided this unit into three separate modules. The first identified possible frameworks for asking questions including Bloom's Cognitive Taxonomy, Richard Paul's Critical Thinking, Torrance's areas of Creative Thinking, and Krathwohl's Affective Taxonomy. The second described the steps involved in the independent study process from the selection of a topic, issue, or problem to the presentation of the product. The third described the steps in the creative problem solving process from identifying the "mess" to carrying out the solution.

Unit 6: Teacher as Facilitator and Steps in Developing an Accelerated Program

One portion of this unit showed teachers how to design lessons using "authentic" methods. We introduced the teachers to ways of conducting individual conferences, progress evaluations, monitoring progress, and resource management. The second module identified the characteristics of a management system and took the teachers through ten steps necessary for establishing an accelerated program in the classroom.

Unit 7: Mentoring, Peer Coaching, and Collaboration

This unit was particularly critical for the mentors who leared about the specific functions, roles, and conditions for developing successful mentor relationships and how to communicate in productive ways. In the peer coaching component, non-judgmental response and reflective practice were shown as observational strategies. The collaboration unit focused on ways to involve different groups in goal-setting, negotiation, and action-oriented activities.

Unit 8: Systems, Community, and Technical Support

We designed these three units to help the support team back at each school. Participants learned to develop effective support systems including strategies for empowering teachers, methods for promoting school and community ownership of changes, and strategies for problem solving. In addition, we explained specific communication systems that link schools technologically.

Unit 9: Change

This unit focused on eight important lessons described in Michael Fullan's book, the *Forces of Change.*

Summary

The units and modules within Project Mustard Seed are very effective in facilitating substantial classroom change. Gifted students in classrooms with participants show significant achievement gains. Due to the nature of the training, teachers report their readiness to do the strategies. Beginning this school year (1996-1997), the Mustard Seed training units are available to school districts. For more information regarding this distribution and the research results, contact Susan Johnsen or Randy Ford, Center for Learning Abilities and Talent Development, at Baylor University, (817) 755-3112.

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MCLENDON, from page 3

- Encourage new research on improved methods of assessment, curriculum, instruction, and program evaluation. Encourage longitudinal research that would identify effective practices that relate to long-term student achievement in these areas. Disseminate this information in TAGT publications, conference, and regional service centers.
- Challenge schools to offer a broader, more flexible array of services that match each gifted students' interests and strengths.
- Develop a resource guide for school districts and communities that provide an overview of an array of services and prototypes for gifted programs. Include both practices that are effective and not effective in serving gifted children.
- Provide quality professional development opportunities for all teachers and other school personnel to improve services to gifted children.
- Work with local communities and/or school districts to develop special classes for parents to help them understand the characteristics of gifted children the educational services they need.
- Work with schools, communities, and the legislature to fund education at the level necessary for quality programs and services.

The term "gifted and talented" must be specifically defined. This includes:

- the concept of "gifted and talented."
- individuals who are gifted and talented and how this shows up for them in terms of their abilities in some areas but perhaps not all areas.
- programs for gifted and talented and the absolute need for these programs. This would include the diversity of programs within the state as well as how they are different in primary, middle and high school.

Within this recommendation is the question of whether persons or programs should be called "gifted and talented." Some persons perceive the term as part of the problem -- the label has become as much of a negative as a positive. Two specific suggestions were made:

- the use of "performance" in a title that indicates a level of ability to clearly show why a student is included and another is not. Performance is easier to explain than the current methods to select students for the program.
- rather than using words like "gifted and talented" which describe an individual, use word that only describes the program. For example, an "honors" program describes the program, not the students.

The use of the terms "gifted and talented" should be thoroughly discussed before any programming proceeds to determine whether they should be kept or changed.

To receive an executive summary of the IDP report, contact the TAGT office at 512/ 499-8248, or by e-mail: cjm@tenet.edu.

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1996 Laura Allard Grants for Excellence Award Recipients

Region 10
Ms. Inalee Sell, Duncanville High School, Duncanville ISD
Title of Project: *International Studies Internship Program*

The International Studies Internship Program is an extension of the Duncanville Independent School Disctrict International Studies Program which began in the fall of 1995. The program was developed to provide students a broad cross-cultural educational experience to prepare them to function successfully in a global society and economy. The International Studies Internship Program will match student interests to the company, agency, or institution providing the experience. An essential aspect of the internship is to locate community internship placements through which the students will be able to use their foreign language skills. The TAGT Laura Allard Grants for Excellence funds will be used to purchase materials needed to recruit and recognize community participants and to share the International Studies Program with the Duncanville community and beyond.

Region 14
Ms. Mary Blassingame, Buffalo Gap Elementary School, Jim Ned CISD
Title of Project: *Computer Camp for Kids*

The Computer Camp for Kids (CCFK) is a second-year recipient of a TAGT Laura Allard Grants for Excellence. The CCFK project (Jim Ned CISD) will provide 8 scholarships for the Buffalo Gap Elementary School Computer Camp for gifted students, grades 2-8, and two internships for high-school gifted students to serve as counselors. The grant will also provide software and supplies for participating students. The camp curriculum will be theme-based, emphasizing "Connections" between product, process and content. The product will be a video using multimedia equipment and Hyperstudio. The process will include skills in computer graphics, digitizing, sequencing, choosing relevant graphics and music, and writing narration. The content will vary according to student. Each student will produce an autobiographical video and another video based on the student's "passion" or a narrative.

Region 14
Ms. Peggy Maddox, Sweetwater Middle School, Sweetwater ISD
Title of Project: *Philip Nolan Park*

This Laura Allard Grants for Excellence supports the dream of 18 seventh-grade students that began when they were sixth graders. The idea to preserve the site of the old Philip Nolan Elementary School for educational purposes really began with these students. Their presentation to a community committee and the landscape architect set the project in motion for community fund raising. The site, to be called Philip Nolan Park, will be for the entire Sweetwater community. The overall project proposes to build playground equipment, walking paths, baseball and basketball areas. The Laura Allard Grants for Excellence will help fund gifted and talented students' ecological garden which will be dedicated to educational activities and enjoyment.

Region 15
Ms. Marta Iza Gonzalez-Stitts, Lamar Elementary School, San Felipe Del Rio CISD
Title of Project: *Kool Skool Collaborative Arts*

Kool Skool Collaborative Arts is a gifted education summer school program for identified G/T students and potentially identified G/T students, to integrate biological science, local cultural arts and Spanish/English language acquisition. A year long biological study of Del Rio's San Felipe Creek will serve as the subject matter for cultural arts product making. At the end of a month long series of workshops, a "Friends of the Creek" arts fair culminates with product exhibition, song, dance, poetry performances and fun.

28

Region 19
Ms. Irma Zepeda, Surratt Elementary School,
Clint ISD
Title of Project: *Project Challenge*

Project Challenge is a program designed to provide gifted and talented students of Surratt Elementary School with experiences that will broaden their minds while also strengthening their character. Project Challenge is set up as a pull-out program to be conducted within the school environment. Approximately 50 identified G/T students from kinder through 5th grade participate in activities that teach the history of the United States Space Program. The project includes student research of profound events in our space history. Patriotism is a theme interwoven into the curriculum. The program also involves the students participation in a Space Camp. The camp is designed with activities that parallel some of the training that astronauts undergo. The camp is designed to stretch the limits of gifted and talented students, both mentally and physically. Students that successfully complete the program earn their "wings" and are honored in a ceremony for family, school administrators, and guests. The ceremony includes a fine arts performance where G/T students and their achievements are showcased. The project will be a source of parental awareness and an important step in parental involvement in Clint Independent School District's educational programs for the gifted and talented.

Gifted and Talented Center Receives Endowment

A businessman who graduated from the University of Connecticut 40 years ago has committed $1.5 million to the University to endow its program in gifted and talented education. The gift from Raymond Neag, Class of '57, and his wife, the late Lynn Neag, will be matched by the state under the UCONN 2000 program, for a total endowment of $3 million.

The gift will establish an endowed chair and a new center on gifted education. The center will incorporate the University's graduate programs in gifted education, outreach programs for teachers and for gifted high school students, and The National Research Center on the Gifted and Talented, based at The University of Connecticut. The National Research Center is one of the leading research programs in the nation in the field of gifted education.

The Univeristy of Connecticut's research on gifted education has focused on seeking talented students from disadvantaged backgrounds and improving the quality of education for all students by encouraging them to pursue in depth the topics that interest them.

Correction

Mary Peters was inadvertently left out of the Parent of the Year Announcements in the Fall 1996 Tempo. Mary shared the honor of being the Region 11 TAGT Parent of the year with Cheryl Clark.

Dear Colleague,

The Twentieth Annual Conference of the Texas Association for the Gifted and Talented will take place November 19-22, 1997 at the Austin Convention Center in Austin, Texas. "Giftedness: Through the Looking Glass" is the theme for this year's conference.

Alice, while in Wonderland, once said to the Mock Turtle and the Gryphon, "I could tell you my adventures - beginning from this morning, but it's no use going back to yesterday because I was a different person then." Gifted education in Texas is also going to be different tomorrow then it was yesterday. This year's conference will focus many of its sessions on how teachers and parents can meet the new Texas State Plan for the Education of Gifted/Talented Students' challenge to offer curriculum options in all areas of giftedness.

You are cordially invited to submit a program proposal for a session presentation. On the following pages is a "Call for Proposals" that outlines the application procedures and other requirements related to session presentations. In order for your proposals to be considered, the application must be completed in full and submitted to the TAGT office by April 1, 1997. You will be notified by May 30, 1997, regarding the status of your proposal.

Your participation is important to the growth of a strong group advocating for gifted and talented programs. Only through continued support of professional development, encouragement of community involvement, and your attention to current research in your field will we be able to continue developing the promises of gifted and talented children and youth. So join us and help us all to turn our new challenges "into a sort of a mist" so that "it'll be easy enough to get through" to the Looking-glass House and discover "such beautiful things in it."

Sincerely,

Andi Case

Andi Case
Chair, 1997 Conference Committee
First Vice President, TAGT

CALL FOR PROPOSALS

Texas Association for the Gifted and Talented 20th Annual Conference
Giftedness: Through the Looking Glass
November 19– 22, 1997 • Austin Convention Center, Austin, Texas

Proposals must be postmarked by April 1, 1997.
All individuals submitting proposals will be notified of status of their proposal by May 20, 1997.
Please mail completed proposals to: **TAGT 1996 Conference, 406 East 11th Street, Suite 310, Austin, Texas 78701-2617, Attention: Andi Case.**

Please type or print clearly

I. • PRIMARY PRESENTER INFORMATION (PRESENTER SUBMITTING PROPOSAL)

Last Name: _____ First Name: _____ MI: _____

Please circle correct salutation: Dr. Mr. Mrs. Ms.

Institution/Professional Affiliation: _____ Position/Title: _____

Year Round Mailing Address: _____ City, State, ZIP: _____

Telephone: Office ( ) _____ Home ( ) _____ Fax ( ) _____

• PROFESSIONAL CREDENTIALS:

Degree(s): _____ Certification(s): _____

Educational and Other Professional Experience: _____

• TWO PERSONS WHO CAN RECOMMEND YOU AS A PRESENTER:

1. Name: _____ Position: _____

Address: _____ Telephone: ( ) _____

2. Name: _____ Position: _____

Address: _____ Telephone: ( ) _____

• CO-PRESENTER(S) PLEASE NOTE: Communications will be sent ONLY to the primary presenter who is responsible for communicating with session co-presenters and facilitators.

1. Last Name: _____ First Name: _____ MI: _____

Institution/Professional Affiliation: _____ Position/Title: _____

Please circle correct salutation: Dr. Mr. Mrs. Ms.

2. Last Name: _____ First Name: _____ MI: _____

Please circle correct salutation: Dr. Mr. Mrs. Ms.

Institution/Professional Affiliation: _____ Position/Title: _____

Facilitators are needed for all sessions and primary presenters are requested to provide a facilitator for each of their sessions. This individual will assist with monitoring attendance, disseminating materials, and helping with other such duties. **Facilitator information will be requested on the Primary Presenter Form that will accompany the letter of acceptance mailed to approved presenters.**

II. TITLE OF SESSION (As it is to appear in the program. Please be brief – maximum of 10 words) _____

_____

III. SESSION DESCRIPTION (As it will appear in the conference program. Include 2-4 objectives of the session. Be as specific as possible, as conference participants will select sessions based on session description. Title and description must match. Maximum = 50 words) _____

_____

_____

_____

_____

_____

IV. HAVE YOU PRESENTED THIS SESSION AT A PREVIOUS TAGT CONFERENCE?

(Circle) Yes No

V. STRAND — Please indicate by circling the ONE strand to which this session best applies:

A. Teacher/classroom

B. Technology

C. Research/conceptual frameworks of giftedness

D. Administration

E. Parents

VI. CORE STAFF DEVELOPMENT AREAS (Circle the ONE area for which your session is most applicable):

A. Nature and Needs of G/T Learners

B. Identification and Assessment

C. Social and Emotional Needs

D. Instructional Strategies

E. Differentiated Curriculum (please identify subject area: _____)

F. Other

VII. INTENDED GRADES: Please indicate the specific grades this session is geared to: _____

VIII. PRIMARY AUDIENCE (Circle the ONE group of participants who you think would be most interested in your presentation.)

Teachers Parents Administrators Coordinators

Librarians Counselors University Educators

IX. LENGTH OF SESSION (CHECK ONE):

1 hr., 15 min. _____ 3 hrs. _____

X. REPEATED SESSION

Would you be willing to repeat the session if selected for presentation? (Circle):

Yes No

IMPORTANT INFORMATION/PROCEDURES FOR POTENTIAL PRESENTERS

1. Please send an original proposal and one copy of the proposal to the address shown on the front of this form. Retain a file copy for your records; materials submitted to TAGT will not be returned. Please do not use "caps lock" when completing proposals.

2. One overhead projector (and a slide projector upon request), screen, lectern, and microphone will be available in each meeting room. ANY OTHER AUDIO-VISUAL EQUIPMENT MUST BE PROVIDED BY THE PRESENTER.

3. Expenses for travel and attendance at the conference are the responsibility of each presenter. PLEASE NOTE: Presenters who plan to attend other sessions, meetings, exhibits, etc., MUST register for the 20th Annual Conference and pay all associated fees.

4. TAGT will notify the primary presenter of room capacity. Presenters are responsible for supplying all printed materials for distribution; extensive materials are not encouraged.

5. All presenters are expected to conform to appropriate copyright laws.

6. Any session cancellations by selected presenters should be made in writing as soon as possible by contacting the TAGT office.

7. All individuals selected to present sessions will be notified in writing by the TAGT office no later than May 30, 1997.

8. Presenters are also encouraged to submit a manuscript related to this presentation to *Tempo* for possible publication.

I HAVE READ AND AGREE TO THE GUIDELINES STATED IN THIS PROPOSAL.

Signature of Presenter: _____ Date Signed: _____

BEST COPY AVAILABLE

CALL FOR PROPOSALS

In the space provided, please write an abstract of your presentation. It should include the objectives for the session, the content covered, and the presentation format. This description will be used by the Conference Program Committee to select those speakers who will be asked to present.

1997 Executive Board Winners

President-Elect
Benny Hickerson

As the Principal for Euless Junior High School, HEB ISD, Dr. Hickerson is involved in administrative advocacy for gifted, supervision of G/T programs, curriculum development, teacher training, identification, and parent communications. She has a long history in TAGT, including serving on the Executive Board and Executive Committee, as Local Arrangements Chair for the 1994 Conference, and as First Vice-President and Conference Chair 1995-96. She has also served as Director for Region XI. Her G/T experience ranges from the classroom to staff development to college teaching.

Region II Director
Stella Garrett

Ms. Garrett is a Secondary Curriculum Specialist for the Calallen ISD and Chairman of Calallen district's G/T committee. She aided in development of the K-8 G/T programs and directed G/T curriculum planning and writing in her district.

Second Vice-President
Roslyn Blache

Ms. Blache serves on the Texas Commissioner's Advisory Council for the Education of Gifted Students, the San Antonio ISD Advisory Council for the Education of Gifted Students, and the Region XX Advisory Council for the Education of Gifted Students. She has presented for the National Association for Gifted Children and the Associations for Supervision & Curriculum Development. Her experience also includes G/T teacher training at San Antonio ISD.

Region IV Director
Ned C. Moss

Mr. Moss serves as the G/T Coordinator for Curriculum and Staff Development for the Houston ISD. Formerly, he served as both coordinator and teacher at Vanguard, a gifted and talented high school. In 1995, he held a position on the Local Arrangements Committee for the TAGT Annual Conference. He is a four time presenter atTAGT conferences and a TAGT member since 1983.

Secretary/Treasurer
Karen M. Fitzgerald

Ms. Fitzgerald is currently the G/T coordinator for Spring Branch ISD. Her G/T teaching experience reaches all the way to Tennessee and Missouri, and she has experience as well as the parent of a gifted child. She has attended the Confratute at the University of Connecticut. She is a former Alumni President of Phi Mu Fraternity.

Region VI Director
Donna J. Corley

A G/T teacher with several years of experience, Ms. Corley is currently the Gifted Education Specialist for the Conroe ISD. She serves several other districts as the G/T Foundation Trainer. She has been a part of the TEA Task Force to write new state guidelines, and the Planning Committee for the Region V and VI G/T Conference. She is also an Adjunct Professor for Sam Houston State University.

Region VIII
Pat Gilbert

Ms. Gilbert's experience stretches beyond Paris ISD, where she is the Principal of Aikin Elementary, a school with a large gifted student population. She is a presenter and educational consultant in: Instructional Leadership, Cooperative Learning, Learning Styles, Texas Teacher Appraisal System, and Dupont Trainer. Other offices include President-elect of Lamar County Reading Council, Administrative Consultant for Paris Association for Gifted Education enrichment activities, PISD G/T task force member and TEPSA Academy II member.

Region X
Lynda Walker

For the past two years, Ms. Walker has held the coordinator post of Gifted Programs (K-12) at Plano ISD. She has 13 years experience as a Gifted/Talented teacher, and has served as an Odyssey of the Mind Regional Co-Director and State Executive Board Member.

Region XII
Krys Goree

Ms. Goree has served as Gifted and Talented Education Specialist at Education Service Center, Region XII, for four years. She is the Senior Editor of *Gifted Child Today* magazine, where she writes a bi-monthly column. She has coordinated district-level programs in two school districts, served as an Advisory Board Member for Project Mustard Seed Grant, and has served as G/T teacher/program coordinator in several districts in the state.

Region XIV
Kimberly Cheek

Ms. Cheek is a SOAR Teacher for K-12 in the Wylie ISD. She also has experience as a parent of a gifted child. She received her G/T training from Bertie Kilgore, Ph.D. and has 10 years of experience teaching gifted children.

Region XVI
Lisa Yauck

Ms Yauck is a teacher of G/T Social Studies at Follett ISD. She served six years as classroom teacher (three years 5th grade; three years American History/ Government, and Economics) and for the past two years has served as G/T Coordinator for grades 3-6. She is active on various school committees, and is also the parent of a gifted child. In the past she has served as President of the Village Improvement Program.

Region XVIII
Jim Collett

As well as being a teacher of high school G/T, Mr. Collett is Curriculm Director for McCamey ISD. He developed the original courses/curriculum in the McCamey high school G/T program. He is G/T Director for the district, and serves on the Commissioner's Advisory Council for G/T. He also serves as a faculty member of the Annual Interdisciplinary Problem-Solving Conference at Baylor University.

Region XX
Marcy Voss

Ms. Voss is G/T Coordinator for Kerrville ISD and a member of the Commissioner's Advisory Council for the Education of Gifted Students. She was G/T Coordinator and G/T Teacher, La Grange ISD, 1981-1992. Ms. Voss holds a Master's in Educational Psychology with a specialization in Gifted Education from Texas A&M University. She is a former TAGT Regional Director and a presenter at conferences, Education Service Centers, and local school districts.

APPLICATION FOR TAGT AWARENESS CERTIFICATE CREDIT

This application may be completed by anyone (e.g., educational service centers, public and private schools, universities, collaborative groups, parent organizations) offering quality professional development activities for teachers of gifted and talented students during the 1996-97 school year. You or your organization may apply for up to 45 clock-hours of credit. If approved, participants in your program will receive a TAGT certificate after the completion of 45 clock-hours that covers the five core areas and teacher competencies.*

Carefully complete each of the seven sections that are listed on this application. It is important that each of the objectives and activities relate to a teacher competency. This set of teacher competencies was highly rated by a panel of state-wide experts of teachers, service center consultants, supervisors, directors, community members, and university faculty as important for teachers at the awareness level.

After you have completed the application, send it to the **TAGT Education and Training Committee, 406 East 11th Street, Suite 310, Austin, Texas 78701-2617.** This committee will review your application and return it to you as soon as possible. If your application is approved, you will be able to offer professional development activities that will apply toward a TAGT Awareness Certificate.

PLEASE TYPE OR PRINT CLEARLY.

I. Title of Professional Development Activity: _____

II. Date(s) of Activity: _____

III. Attach an additional sheet that lists the objectives for each Core Area and Teacher Competency and describes the activities related to each objective.

IV. Presenter(s) (Attach a resume for each presenter): _____

_____

V. Indicate the number of clock-hours requested beside each core area:

_____ Nature and Needs of G/T Learners (up to 6 clock-hours)

_____ Identification and Assessment (up to 6 clock-hours)

_____ Social and Emotional Needs (up to 6 clock-hours)

_____ Creativity (up to 6 clock-hours)

_____ Differentiated Curriculum (up to 6 clock-hours)

_____ Educational Service Center Institute, Region ___ covering the five core areas (attach participant record) (up to 30 clock-hours)

_____ Other: _____ (Up to 15 clock-hours)

VI. Person submitting application and address: _____

_____

* Note: This certificate is awarded by the Texas Association for the Gifted and Talented, *not* the Texas Education Agency. While the TAGT Awareness Certificate may count toward the state clock hours, it is not required by TEA.

TAGT Awareness Certificate Core Areas and Competencies

These competencies and time requirements were developed by a panel of professionals in the field of gifted education. Participants included Texas teachers, administrators, state and regional consultants, university faculty, and parents.

1.0 Nature and Needs (6 clock-hours)

1.1 Knows basic terminology, current definitions, theories, and models of giftedness.

1.2 Identifies characteristics and their effects on academic and social settings.

1.3 Identifies characteristics of special groups of gifted and talented students such as lower income, handicapped, black, Hispanic, and limited English proficient. Understands the implications of these groups' characteristics on programs for the gifted and talented.

1.4 Creates an environment in which gifted and talented students feel challenged and safe to explore and express their uniqueness.

2.0 Identification and Assessment (6 clock-hours)

2.1 Uses broad-based, multifaceted identification procedures, including varied sources of information and qualitative and quantitative measures that match specific areas of ability.

2.2 Interprets assessment results from both qualitative and quantitative measures to other professionals and parents for their use in determining placement and in planning specific program activities for each gifted and talented student.

2.3 Understands the characteristics of special groups of gifted and talented students such as lower income, handicapped, black, Hispanic, and limited English proficient. Understands how to provide equal access to programs for gifted and talented students.

3.0 Social and Emotional Needs (6 clock-hours)

3.1 Identifies individuals (family members, teachers, peers, and others) and environments (school, home, and community) that influence the social and emotional development of gifted and talented students.

3.2 Identifies how characteristics of special groups of gifted and talented students influence their social and emotional development.

3.3 Uses strategies for nurturing the social and emotional development of gifted and talented students at home and in school.

3.4 Understands approaches for educating and involving parents, the community, and other professionals in supporting gifted and talented children.

4.0 Creativity and Instructional Strategies (6 clock-hours)

4.1 Understands the characteristics of gifted and talented students and the influence of these characteristics on instructional strategies used in classrooms for the gifted and talented.

4.2 Designs lessons within and across disciplines that teach strategies for nurturing creative and critical thinking in the gifted and talented students.

4.3 Locates and develops resources for assisting gifted and talented students in the fulfillment of their creative potential.

4.4 Adapts the classroom to the learning differences of each gifted and talented learner including the management of large and small groups and independent learning.

4.5 Identifies strategies from gifted education that can be used in the regular classroom.

5.0 Differentiated Curriculum (6 clock-hours)

5.1 Applies the basic principles of a differentiated curriculum to the cognitive, affective, and physical development of each gifted and talented student.

5.2 Demonstrates knowledge of cognitive and affective content as related to each academic discipline, to multiple disciplines, and to broad-based themes, issues, and problems.

5.3 Develops activities to encourage original research, independent study, and problem solving that are authentic to each discipline.

5.4 Includes meaningful products in the curriculum that engage the gifted and talented student in real life experiences and promote lifelong learning.

5.5 Collaborates with general education professionals in the development and coordination of programs for gifted and talented students.

TAGT Executive Board Highlights November 20, 1996

The Executive Board of the Texas Association for the Gifted and Talented met from 3:00 p.m. to 5:00 p.m. in the Austin Suite of the Austin Convention Center, Austin, Texas on November 20, 1996.

President Mary Seay welcomed the board and introduced Douglas Batson, GAGT Capital Campaign Drive Committee Chair, who gave a special report on the TAGT Capital Campaign Drive.

In his report, Mr. Batson informed the Board that from his research and interactions with the business community, he learned that there is a lack of understanding of the needs of gifted and talented youth. He recommended that TAGT educate the general public about the goals and objectives of the organization, as well as the needs of the special population which it serves. He also suggested that TAGT become more cognizant of the budget process of corporations and foundations. Mr. Batson said that the capital campaign will be a longer process than it was originally thought, and that probably any concrete results should not be expected until late spring.

President Mary Seay reported that she, Ann Wink, and Connie McLendon had attended the NAGC Annual Conference in Indianapolis October 31 - November 3, 1996, where Ms. Wink and Ms. McLendon had presented a session on the TAGT In Depth Probe Survey.

Dr. Seay announced that the contract for the TAGT elementary curriculum publication with Dr. James Curry and Mr. John Samara had been broken mutually by both parties and that the publication funds would be held in escrow until TAGT can produce its own elementary curriculum publication, possibly in late spring.

Dr. Seay reported that she and Ann Wink had attended the November 7-8, 1996 meeting of the State Board of Education on the State Plan for Gifted Education. She noted that the standards for the four content areas had been maintained, and the plan was approved with minor changes.

In her Executive Director's report, Connie McLendon informed the Board that Ann Wink and Wayne Craigen had participated in the Texas School Initiative (TSI) training program last summer, in which District Effectiveness and Compliance (DEC) indicators were examined. Ms. Wink reporeted that "gifted" was not mentioned in the training sessions. She said that monitoring of districts occurs only once every five years, and it was important that gifted programs be included in the monitoring cycle. She said that after learning of this information, she contacted Connie McLendon and Evelyn Hiatt, Director of TEA Division of Advanced Academic Services, regarding omission of G/T. She commented that two indicators relating to gifted education had been added to the DEC publication as a consequence of TAGT's intervention.

Ms. McLendon reported on the Gifted Education Funding Research Project for the 75th Texas Legislature and the Legislative Budget Board sponsored by the School Finance Working Group and TAGT. She reported that she had participated in the Legislative Budget Board Round Table in October, using PIEMS data which indicates that districts are spending twice what they are getting from the State on gifted education programs. She recommended that the funding weight be increased to reflect more accurately the actual program costs across the state.

Ms. McLendon also introduced a new member of the TAGT Headquarters Staff, Anne Kemerer, who has taken over the position of Coordinator of Programs and Services, formerly heald by Alicia Denney.

Susan Johnsen reported that the Education and Training Committee had been receiving a number of applications for the TAGT Awareness Certificate. She recommended that the Board also consider a 12-hour certificate for administrators. Dr. Johnsen said that she believes there is not enough marketing of the TAGT Awareness Certificate. She encouraged members of the Executive Board to complete their own training workshops and to turn in their applications for training credit.

Ann Wink referred the Board to the elected members of the 1997 Executive Board. She noted that the position of Regional Director for Region III is temporarily vacant, and that Susan Johnsen will need to appoint a director for that region.

Tracy Weinberg reported that TAGT had met its proposed conference budget for the Fiscal Year 1996-97, even though registration was slow in September. He announced that the only area in which TAGT had significantly exceeded the conference budget expenditures was in transportaion; this was due to the need to run shuttles to additional hotels. He said that even though TAGT had gone over budget in expenses for transportation, the overall income from the conference looked goo.

Mr. Weinberg reported that five awards had been given for the 1996 Laura Allard Grants for Excellence. He recommended that the deadline for applications be changed to coincide with other deadlines for scholarships, as well as the publication of *Insights*. He suggested having a March deadline, so that the grants could be funded in the spring. He also suggested that TAGT award these grants twice yearly and that the number of applications be increased. He suggested limiting the number of pages of the applications in order to save time and reduce work.

Mary Seay reported on the TAGT Legislative Training Workshop, held October 29, 1996. She noted evaluations were very positive. Dr. Seay said that she felt it was a fantastic meeting and the best training she had ever received on legislative issues. She complimented Connie McLendon and Sandy Kibby for their work.

Colleen Elam referred the Board to the Advocacy Pamphlet, which had been developed in response to parents' suggestions on the TAGT parent survey. She also reviewed the program for the Parent Reception, to be held in the Texas Ballroom III of the Hyatt Regency Hotel, Austin, Texas, November 22, 1996, 7 p.m., encouraging everyone to attend.

Benny Hickerson predicted that conference registration would top 5,000. She also reported that the number of presenters for Creativity Potpourri was 73, a record number.

Michael Sayler reported the resignation of Renee Horton and that his secretary, Cristine Lammers, would be taking on more *Tempo* responsibilities. He also informed the Board that he would be seeking copy-editing help from the Univeristy of North Texas English Department.

Dr. Sayler announced that the Editorial Board had selected tentative themes for next year's publications. He encouraged the Board to write for Tempo and asked for more ideas for themes.

Colleen Elam reported on the In-Depth Probe Survey recommendations. She announced that the recommendations from Walsh and Payne essentially had been rejected, and that the In-Depth Probe Task Force had found Connie McLendon and Ann Wink's recommendations much more positive and usable. She said that the Task Force had organized these recommendations for presentation.

Mary Seay thanked the Board for their work during her tenure as TAGT President.

The TAGT Executive Board approved the following items:

- approval of Cyndi Boyd as the Assistant Regional Director for Region IV, Dr. Charles Chernosky as the Assistant Regional Director for Region X, and Carol Romary as the Assistant Regional Director for Region XI.
- acceptance of the Long-Range Plan Goals and Objectives
- acceptance of the In-Depth Probe Study Recommendations
- approval of extension of the Executive Director's contract.

The next TAGT Execuvie Board meeting is scheduled for January 31 - February 2, 1996 at the Holiday Inn South, Austin, Texas.

NRCGT Sets New Agenda

The National Research Center on the Gifted and Talented (NRCGT) is planning to conduct seven new research studies over the next five years. Topics include professional development activities for classroom teachers, student leadership, the use of linguistics and culture to teach and evaluate culturally diverse students, and Sternberg's triarchic theory of intelligence.

The NRCGT works with 339 school districts in all states and territories to conduct its research and would like additional districts to join its network of Collaborative School Districts. If your district is interested in becoming a NRCGT Collaborative School District, contact The National Research Center on the Gifted and Talented, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269.

The NRCGT is run under a cooperative agreement with the U.S. Department of Education by a consortium that includes the University of Connecticut, City University of New York, City College, Stanford Univeristy, and Yale University. The cooperative agreement is funded through the Jacob K. Javits Gifted and Talented Students Education Act of 1994.

Interdisciplinary Creative Problem Solving Conference February 28 and March 1, 1997

The Interdisciplinary Creative Problem Solving Conference is a conference created to serve both teachers and students. Teachers attend sessions focusing on interdisciplinary curriculum and the creative problem solving process and observe master teachers implementing these strategies working with students. This year new sessions for teachers will be led by experienced professionals in the field. Session topics include: designing interdisciplinary curriculum, individualizing curriculum for all students, providing opportunities for team projects, involving students in authentic research, observing successful teaching processes, and designing simulations for gifted students.

Gifted middle-school and secondary students work on teams (guided by experienced facilitators), competing to creatively solve a complex crisis within the 24 hour conference time. Information gathering, team work, planning, selling ideas are just a few of the activities that are planned. These teenagers explore exciting ideas, make new friends, solve complex problems and enjoy challenging times together. Approximately 150 students attend this conference, now in its eighth year. Students are encouraged to request the registration forms and return them as quickly as possible.

ICPS begins at 2 p.m. Friday, February 28th and ends at 4 p.m. on Saturday, March 1. Acceptance to the conference is based strictly on a first-come-first-serve basis. Application forms are available from Baylor University, P.O. Box 97301, Waco, TX 76798.

For questions about the conference or registration, please call 817/ 755-3112 or send e-mail to Susan_Johnsen@baylor.edu. We're looking forward to seeing many of you at Baylor in February!

SPREADSHEET

Sources of Funding Information for Teacher Grants

The Summer 1995 issue of *Tempo* contained an article on writing successful grant proposals. The article referred to places where funding information was available. The following centers have more information and serve as Centers of the Cooperative Collections in Texas. Additional information and a teacher's guide to fellowships and awards can be accessed at http://info.doe.mass.edu/doedocs/tgfaltr.html

Abilene
Abilene Center for Nonprofit Management
Funding Information Library
500 N. Chestnut, Suite 1511
Abilene, TX 79064

Amarillo
Amarillo Area Foundation
700 First National Place
801 South Fillmore
Amarillo, TX 79101

Austin
Hogg Foundation for Mental Health
3001 Lake Austin Blvd.
Austin, TX 78704

Corpus Christi
Texas A&M University at Corpus Christi
Library, Reference Department
6300 Ocean Drive
Corpus Christi, TX 78412

Dallas
Dallas Public Library
Urban Information
1515 Young Street
Dallas, TX 75201

El Paso
El Paso Community Foundation
1616 Texas Commerce Building
El Paso, TX 79901

Fort Worth
Funding Information Center of Fort Worth
Texas Christian University Library
2800 South University Drive
Ft. Worth, TX 76129

Houston
Houston Public Library
Bibliographic Information Center
500 McKinney
Houston, TX 77002

Longview
Longview Public Library
222 West Cotton Street
Longview, TX 75601

Lubbock
Lubbock Area Foundation, Inc.
502 Texas Commerce Bank Building
Lubbock, TX 79401

San Antonio
Funding Information Center
530 McCullough, Suite 600
San Antonio, TX 78212-8270

Wichita Falls
North Texas Center for Nonprofit Management
624 Indiana, Suite 307
Wichita Falls, TX 76301

National Inventive Thinking Association

The National Inventive Thinking Association (NITA) is a nonprofit organization of eductors, business leaders, and government representatives who believe that create and inventive thinking can provide limitless opportunities for the Nation and its well-being.

Formed in 1989 by a group of educators meeting in Dallas, NITA's mission is to promote inventive thinking and a spirit of positive problem solving through education and the networking of community and national resources. The organization serves as a network of inventive thinkers. It distributes information and ideas through its newsletter, networks of schools, and annual National Creative and Inventive Thinking Skills conferences and workshops.

Each year the NITA sponsors several important events:

- **National Young Inventors and Creators Program.** Individuals or teams submit entires in several categories. Young Inventors Patent categories are: Health, Business/Office Use, Household/Food, Agricultural, New Technology, Leisure Time/Entertainment, Environmental, and Transportation/Travel. Young Creators Copyright categories include: Short Story, Poetry, Musical Composition, Dramatic Work/Video, Painting/Graphic, Photography, Computer Program, and Sculpture.
- **National Conference.** This meeting is for teachers, students, and adults. It is held in October and includes general sessions, presentations, hands-on workshops, new ideas, sharing of ideas, exhibits, student works, etc.
- **Workshops.** In depth-workshops are offered before the national conference and at different times and locations over the United States and foreign countries. Special workshops are offered upon request by schools and businesses.
- **National Academy for Creative Exploration.** A new curriculum designed for schools and parents to use primarily in after-school, Saturday, or Summer settings. The activities focus on creativity, exploration, discovery, and innovation and invention. Grade levels addressed are three through nine.

For more information on NITA and its opportunities contact: NITA, P.O. Box 836202, Richardson, TX 75083

Parent Organization Goes Electronic

The Hurst-Eules-Bedford Association for the Gifted and Talented (HEBAGT) distributes announcements via e-mail. HEBAGT president Raymond Peters collects information from various sources including web sites, HEBAGT members, the HEBAGT board, and electronic discussion groups on gifted education. He reports that the e-mail distribution allows immediate contact when important events or announcements occur. Mr Peters can be reached at r.f.peters@ieee.org

Advanced Placement Questions Answered

The Texas Education Agency has produced a question and answer pamphlet on Advanced Placement Courses and examinations. This flier is for parents. It answers commonly asked queries about the nature of Advanced Placement, its advantages, how AP classes work as college credit, taking courses with or without the credit exam, and much more. The flier is available in English and Spanish in lots of 25 or 50. Information about copies can be obtained from the publication Office of the Texas Education Agency at 512/ 463-9455 or by writing them at: Texas Education Agency, Attention Publications, P.O. Box 13817, Austin, TX 78711-3817.

42

The National Alliance for Excellence

National Alliance for Excellence is a national non-profit organization dedicated to recognizing and supporting the educational and career goals of outstanding high-school and college students. In an increasingly competitive global economic environment, providing these gifted leaders of tomorrow with educational opportunities commensurate with their demonstrated abilities is essential for our future as a nation and as a planet.

Excellence is more than an abstract concept; its a state of being and doing characterized by a continual commitment to accomplishment. It means applying oneself and working to one's highest level of potential, exceeding the bounds of what one has already attained. It requires the investment and continual support of both the educational and business communities for that potential is to be realized.

With specific programs including merit scholarships, mentorships, internships, and more, the National Alliance for Excellence has already established itself as a highly respected non-governmental organization providing invaluable assistance to our future scientists, professionals, researchers, civic leaders, artists, and technological innovators. An advocacy group for gifted and talented students, the Alliance recognizes that academically talented students rarely receive scholarships since most of America's top colleges do not provide scholarships based on excellence. This catch-22 has been the catalyst for the organization's theme - "Excellence... worth striving for!"

With the cost of colleges rising toward the $30,000 mark annually, students often find themselves searching for money in order to fulfill their dreams. It is often too late in the college application process by the time students realize that all of the Ivy League colleges and most of the most prestigious liberal arts colleges offer no merit-based scholarships. Though students who excelled in high school may get admitted to college based on their academic achievements, contrary to popular belief, America's best and brightest are not being taken care of.

The Alliance conducts national competitions in four categories:

Technological Innovations - integrates problem solving with engineering, design, math and science, robotics, product design, computer assisted design, transportation systems, electronic communications, designing mechanisms, and architecture.

Academics - involves overall accomplishments in school, including grades, achievements, test scores, and honors.

Visual Arts - includes photography, fine arts, graphic design, jewelry, fashion design, and film production.

Performing Arts - encompasses dance, vocal talent, theater arts, and instrumental music.

Studies have shown that often students who are gifted in academics are also talented musicians, so it is not unusual to see students enter into several categories. Once entered in the competition, the students are judged by an Advisory Board of professionals relating to the students' field of expertise.

One of the awards for which students are competing are scholarships, which start at $1,000, and can be used toward educational costs at a school of their choice. Students are also eligible for internships with major corporations and government offices, and mentorships with experienced professionals. By giving talented students the opportunity to meet people and work in their field of interest during college, they will have a head start toward high achievement in the future. Students can also win Autodesk educational software, valued at over $4,000. This enables them to create and design with cutting edge computer technology.

The awards are presented in ceremonies with senators, congressmen, governors, heads of corporations and civic leaders. Funding for the awards comes from corporations and individuals interested in supporting the goal of bringing excellence back to American education.

This is a year-round competition with no deadline. For information, call the National Alliance at (908) 747-0028. If requesting an application, send a self-addressed stamped envelope to National Alliance for Excellence, 55 Highway 35, Suite 5, Red Bank, NJ 07701.

CALENDAR

JANUARY 1997

30-31 "Understanding Gifted Children from the Inside Out: Meeting Social and Emotional Needs at School." Gifted Students Institute, Southern Methodist University, Dallas, TX . Presenter: Dr. James R. Delisle, Kent State University. Contact: 214/768-5437.

FEBRUARY 1997

11 "Portfolios: A Meaningful Intersection of Product and Process." Gifted Students Institute, Southern Methodist University, Dallas, TX. Presenter: Julia Shahid, McKinney ISD. Contact: 214/768-5437.

20 "Rigorous, Challenging Curriculum for All-Including the Gifted." Gifted Students Institute, Southern Methodist University, Dallas, TX. Presenter: Dr. Amanda Batson, Austin ISD. Contact: 214/768-5437.

21 "Beyond Giftedness IV," Arvada Center for the Arts & Humanities, Arvada, CO. Contact: Open Space Communications, Inc., 303/444-7020.

26-1 "Innovations in Learning, Teaching, and Training: Creative Approaches to Life-long Productivity." University of Arizona, Tucson, AZ. For more information, contact Jim Laukes at 520/ 626-9061.

28-1 "Interdisciplinary Creative Problem Solving Conference." Baylor University, Waco, Texas. See page 29 of this issue for more information, or contact Susan Johnsen at 817/ 755-3112.

MARCH 1997

26-27 "Choosing Practices of Excellence and Equity for Students with Gifts and Talents: Research-Based Decision-Making" and "Becoming a Good Consumer of Research: It's Not Boring and You Can Do It!" Gifted Students Institute, Southern Methodist University, Dallas, TX . Presenter: Dr. Karen Rogers, University of Saint Thomas. Contact: 214/768-5437.

AUGUST 1997

7-8 "The Gifted Child in the Regular Classroom." Regal Harvest House, Boulder, CO. Contact: Joan Franklin Smutny, 847/256-1220.

ACCELERATED DISTANCE LEARNING CLASSES FOR K-12 GIFTED AND TALENTED STUDENTS

These multimedia classes are the result of a new partnership between the Investigations of Talented Students (ITS) at the University of North Texas and the Education Program for Gifted Students (EPGY) at Stanford University. Students take rigorous courses at home via CD-ROM technology. In addition to the software package, students communicate with tutors via e-mail and phone calls. Tutors are full-time EPGY instructors at Stanford. They provide instructional help and some technical assistance. Additional technical and administrative assistance is provided by ITS at North Texas. Interactive lessons and exercises, textbook assignments, personal tutorial assistance, and comprehensive assessment all help ensure that students completing a course through ITS-EPGY understand the material well. ITS provides assistance to parents and schools wanting to use these classes to demonstrate mastery of course content for subject acceleration or high-school credit.

The self-paced mathematics sequence begins with primary school mathematics (K-1) and continues through secondary school courses such as Algebra and Precalculus. Students continue in AP mathematics and can move to college-level courses such as Multivariate Calculus and Linear Algebra. In addition to mathematics, students can select from several AP and college-level physics courses. These include Mechanics, Electricity, and Magnetism; Optics; and Thermodynamics. They also offer Logic and AP Expository Writing. Numerous new courses are currently under development.

For more information contact: ITS-EPGY, P.O. Box 13857, University of North Texas, Denton, TX 76203-6857, (817) 565-4699, FAX (817) 565-2964, its-epgy@coefs.coe.unt.edu , http://www.coe.unt.edu/auxill/its/

WRITE FOR UPCOMING ISSUES OF *TEMPO*

Summer 1997

PROFILES OF THE GIFTED

One undeniable fact about gifted children and youth is their uniqueness. Although we call them all gifted, each have their own profile of gifts, strengths, and talents. The summer *Tempo* will portray some of these gifted individuals. Describe a gifted child or youth to our readers. He or she could be someone in your class, school, or district; it could be your own child. Help put faces to the generic description "gifted and talented." Show our readers the wonderful richness and variety that exist within the population of the gifted and talented.

The deadline for submission of articles is **March 1, 1997.** This allows us time to review the manuscripts submitted and to help authors polish them for publication.

Fall 1997

GIFTEDNESS: THROUGH THE LOOKING GLASS

The Fall *Tempo* features articles related to the upcoming Conference. This theme encourages us to look to the history of gifted education in Texas and in each of our own schools. It also suggests new and exciting experiences for gifted education in the future. *Tempo* seeks articles related to either area. Additionally, individuals who are presenting at the conference are encouraged to submit articles related to their conference presentation.

The deadline for submission of articles is **June 1, 1997**. This allows us time to review the manuscripts submitted and to help authors polish them for publication.

Guidelines for Article Submissions

***Tempo* needs your manuscripts. We can only print what we receive. Other schools and parents should hear the about the good things you or your schools have done. We are not harsh critics, but work with all of our authors to develop and polish their manuscripts.**

When submitting manuscripts:

1. Write about an upcoming issue theme (see list above).
2. Double space your manuscript and use 1 1/2 inch margins on all sides.
3. Use APA style if you know it; if not we will help you once we receive your manuscript.
4. Include a cover sheet with your name, address, daytime telephone and FAX number or E-mail address if available.
5. You do not need to send a copy on disk at the time of initial submission.

Send all submissions or requests for more information to:
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Member, National Association for Gifted Children (NAGC)

VOLUME XVII ISSUE II
SPRING 1997

REGULAR FEATURES

From The President
Susan Johnsen 2

Executive Director's Update
Connie McLendon 3

Call For Articles 47

THEME SECTION

Understanding the Diversity of the Gifted
Bertie Kingore and Lynlee Rinard 1

The Quiet Gifted... The Atypical Gifted Learner
Jim Coffey 8

ADD & Gifted: How Can You Distinguish Between the Two?
Rebecca Rendon 9

Parental Alcoholism and Gifted Children
Rebecca Gaston and Jeanie Goertz 12

Adjusting the Focus: Finding Gifted Students with Learning Difficulties
Janet Ray 15

Identification of Hispanic, Bilingual, Gifted Students
Rafael Lara-Alecio, et al. 20

Handicapped? Says Who?
Joan Ragland, et al. 26

Yes, It Can Be Done... Gifted Students Can Be Challenged in the Regular Classroom!
Judy Traudt 28

Meeting the Needs of Gifted Students in the Regular Classroom
Lierin Curry 31

SPREADSHEET FEATURES

Parent/Teacher of the Year 33

Creativity Potpourri 34

1996 Conference Review 35

1997 Conference Overview 38

Call for Nominations 40

Early Bird Registration 41

Association Reports 43

News and Announcements 45

Calendar 46

ATYPICAL GIFTED

UNDERSTANDING THE DIVERSITY OF THE GIFTED

Bertie Kingore and Lynlee Rinard
Illustrated by Jeff Kingore
Abilene, TX

Being gifted is like having a really nice car. But the environment in which you drive affects your forward momentum.

- The gifted from a nurtured, enriched background has the car with an outside accessory package. Everyone can see, admire, and serve the talents.
- The low-socioeconomic status gifted has the car, but may not yet have the keys to drive it.
- The highly gifted or prodigy gifted has the car but may only be allowed to drive it within the city limits and must follow all the usual traffic signs, such as *slow*, *caution*, *speed limit*, and *stop*.
- The underachieving gifted has the car, but is not driving it. It remains parked in the garage.
- The primary gifted has the car, but is considered too young to drive it.
- The language-different gifted has the car, but the signs and directions are in another language so it cannot go anywhere.
- The ADD/ADHD gifted has the car, but the electrical ignition system is wired differently so it stays in motion when others want it to stop.
- The culturally-diverse gifted has the car, but it has a shrink-wrapped cover over it which clouds its potential.

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(See KINGORE, page 6)

EC 307533

FROM THE PRESIDENT

Susan Johnsen

MAKING THE ATYPICAL TYPICAL

When I was in the Kansas City, Kansas Public Schools recently, I had an opportunity to meet their coordinator for gifted education, Sydney Shepard. As we discussed the gifted program, she explained that mandated services for gifted students are under the special education umbrella in Kansas. This protection means that no exceptional child may be served until that child participates in a "needs assessment." This assessment includes three sets of information:

1. Documents that show that the regular education teacher is presenting learning experiences which match the child's age and ability level;

2. Documents that show that the child has not achieved at his or her potential for learning; and

3. A record of the placement team's meetings, positions, and recommendations.

A gifted student may be referred for special services by a professional in the school, a peer, a parent, a community member, or the student himself or herself. During the needs assessment the team collects data related to traditional areas such as achievement and ability as well as physiological and social/emotional areas. Measures include student products, teacher checklists, achievement tests, intelligence tests, medical and environmental information, and instructional interventions. I was particularly interested in the instructional interventions checklist that included classroom strategies. The regular education classroom teacher uses these strategies with the student to determine if he or she might be accommodated within the regular classroom (see Figure 1 on p. 4).

As each strategy is implemented, the teacher and other members of the intervention team summarize the effects on the student's performance and make recommendations. For example, a teacher might pretest the student, identify mastered knowledge, and then provide alternative independent learning

(See JOHNSEN, on page 4)

Tempo

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SPRING 1997

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Connie McLendon

Legislative News: 75th Session of the Texas Legislature

House Select Committee on Revenue and Public Education Funding Proposes 90% State Funding for Public Schools

Chairman Paul Sadler and members of the House Select Committee on Revenue and Public Education have put the governor's tax plan on hold and are investigating on their own other ways to address the property tax issue and public school finance. The public school budget for the next biennium is projected to total $38 billion. The Committee is proposing that the state pick up 90% of those costs. Even with reducing property taxes to .50 cents per $100 evaluation, assessing commercial property tax at $1.00 per $100 evaluation, and tapping general revenue for $17-plus billion, the new tax bill would still need to raise $9.5 billion to adequately fund public schools. The Committee is looking at all current tax exemptions and at expanding the sales and franchise tax bases as possible ways to raise the $9.5 billion. The Committee is discussing the elimination of all weights as well as the merits of each. It is felt by certain members of the Committee that the weight for gifted education should be increased. This seems like encouraging news, except that the Committee is also discussing what members think a *basic education* allotment should include. The following list, in priority order, is what the Committee believes is necessary "to start a school day": 1) teachers 2) facilities 3) textbooks 4) supplies and materials 5) transportation 6) administration.

House Appropriations Chairman Rob Junell and his Committee have passed HB1, the House Appropriations Bill. The full House will debate this bare-bones state budget which includes *no new education funding*, except funds to cover anticipated enrollment growth.

Persuasive Response Needed from Gifted Education Community

Focusing attention on certain bills which have been filed throughout the system may be unproductive for TAGT, advises Representative Scott Hochberg, District 132, Houston. He says that legislative discussion is pretty much centered on HB4, the governor's tax bill and school funding. He advises the g/t community to respond convincingly to the question, "why should gifted education come at the expense of everyone else?" Because funds are so limited, a "special weight," he contends, may leave that impression. He says that whether or not there is a g/t weight or saying that "it costs more to do a g/t program," may not be the best approach to our issues. Something I feel we should reinforce with our respective legislators is that in 1985 before the mandate and the additional 0.12 add-on weight, only 423 of the 1,050+ districts were offering programs for gifted students. Two years after the mandate that number had more than doubled. It seems obvious that the mandate **and** the additional funding for gifted education were contributing factors to the dramatic growth in the number of g/t programs offered statewide. I think that we can conclude from this that if monies are not earmarked specifically for gifted programs, many districts are not likely to provide services for gifted students; without funding, there is also a strong possibility that we could eventually lose the G/T mandate.

House Appropriations Bill Rider No. 55: Achievement of Gifted and Talented Students

Representative Hochberg has attached Rider 55 to the House Appropriations Bill. This rider, if approved, would require the Commissioner of Education to conduct a study to determine an appropriate methodology to reflect the achievement of gifted and talented students in the statewide accountability system. In other words, specific performance indicators for gifted education programs would be added to the statewide accountability system; school districts would be required to meet these standards. Currently, g/t programs are not included in the statewide accountability system; consequently, the quality of a district's gifted education program does not impact the districts's accountability rating. Rider

(See MCLENDON, on page 7)

JOHNSEN, from page 2

Highly Effective 5	Moderately Effective 4-3	Highly Ineffective 1-2

Date Initiated	Degree of Effectiveness (Indicate 1-5)	
		Environmental Strategies
_____	_____	Change classroom and/or schedule
_____	_____	Change grouping
		Organizational Strategies
_____	_____	Alter time to complete tasks or take tests
_____	_____	Establish systems for recording/grading long-range assignments
		Motivational/Behavioral Strategies
_____	_____	Keep graphs and charts or calendar of student's progress
_____	_____	Contracting
_____	_____	Home communication
_____	_____	Provide open-ended, self-directed activities
_____	_____	Provide open-ended, self-directed tasks beyond the normal scope of an assignment
		Presentation Strategies
_____	_____	Give both oral and visual instructions for assignments
_____	_____	Vary the method of lesson presentation: lecture, small groups, large groups, demonstration
_____	_____	Provide opportunities for student to demonstrate mastery
		Arrange for a mentor to work with student in his/her interest area or area of greatest strength
_____	_____	Use library, computers, other resources
_____	_____	Provide research opportunities
_____	_____	Provide opportunities for student to express and elaborate on thoughts and ideas through interactive dialogue
		Curricular Strategies
_____	_____	Assess whether student has the necessary prerequisite skills
_____	_____	Reassign student to appropriate academic group
_____	_____	Provide fewer drill and practice activities when material is learned
_____	_____	Use advanced supplementary material
_____	_____	Use student's preferred learning style and provide appropriate instruction/materials
_____	_____	Provide self-checking materials
_____	_____	Provide opportunities for development of creativity
_____	_____	Give a pretest and if the student knows the material, proceed to the next unit or chapter
_____	_____	Provide independent learning activities
_____	_____	Assign higher-level comprehension questions
_____	_____	Provide instruction in research skills needed to conduct an independent study in student's interest area
_____	_____	Enrich the curriculum "horizontally" by materials and activities which extend a topic

Additional Strategies/ Person Responsible

_____

_____

_____

Figure 1. Intervention strategies for needs assessment gifted education

activities in the regular classroom setting. If this or other modifications in the regular classroom still do not meet the instructional needs of the student, the team finally refers the student to the school psychologist who begins the comprehensive special education evaluation to determine the placement in a gifted program option. At the time of the final assessment, all of the information is used, including the recommendations from the intervention team.

This approach is certainly atypical in Texas. The most obvious difference is the point at which the identification process begins. In Texas nominated children are screened for further testing; in Kansas, only referred children are screened. Table 1 makes a comparison of the steps in the two identification procedures.

While the two approaches have many parallels, the basic underlying assumption is quite different. For the most part, in Texas we develop programs for gifted students and then select students for the programs. If the student "fits" or is able to perform in the program, then he or she may continue. In Kansas, on the other hand, a program is developed for an individual gifted student. If the regular classroom is unable to modify instruction to the extent that the gifted student benefits, then the student is tested further and referred for gifted education services. One approach is more program-focused while the other is more student-focused.

With these two different focal points, what might the effects be on gifted students, teachers, and the school system? One effect is that gifted students may or may not receive comprehensive services. In a student-focused scenario, the identification process forces the regular education teacher to examine classroom instructional strategies used with the referred student. The teacher may find that certain approaches do benefit the gifted student and, at the same time, the gifted student needs support of his or her peers in another setting. This coordination provides a *full day* of service that matches an individual student's strengths. In a program-focused scenario, the gifted student receives services only when they are in the program. Unfortunately, gifted programs are frequently available for only a small portion of the day or week. Unlike a student with a learning disability who is receiving instructional modifications for his or her weakness in both regular and special education settings throughout the week, the gifted student may receive differentiation only within the program.

Table 1. Comparison Between Kansas and Texas Identification Procedures.

Texas	Kansas City, Kansas
1. Nomination is made by one or more sources of information. Regular classroom teacher is frequently included.	1. *Referral* is made by one or more persons. Teacher is always included.
2. Information must be gathered from three sources. Sources and types of measures vary depending upon the district and its programs. Sometimes identification is a two-phase process with nomination and screening phases. Sometimes all measures are administered during one phase. Classroom interventions are not a part of the process.	2. A team of professionals meet to discuss classroom interventions. Information gathered includes achievement, medical and educational history, environmental or family information, student products, and results of classroom interventions.
3. Selection committee of three members decides if nominated and screened student will be placed in the gifted program.	3. Team meets to recommend if more modifications are needed beyond those provided in the regular classroom. If so, the student is referred to a school psychologist who begins a comprehensive evaluation. If not, the student remains in the regular classroom with effective modifications.
4. If student meets criteria, student is placed in gifted program.	4. Team meets again to determine type and kinds of gifted education services.

A second effect is that "giftedness" may be relative to other students at only one point in time. For example, a school program may have room for a limited number of gifted students. When the class is full, no additional students may be added. In these cases, cut-off scores are used to determine entry. In reality, entrance is dependent upon the group of students that are being considered in any given year. A student might be "gifted" one year and not the next. This approach has obviously negative effects on parents and students alike. A student who is gifted should receive services regardless of a temporary sample of peers.

A third effect is that the regular education or gifted education classroom may or may not adapt to the student's talents. In a program-focused system, the student must "fit" the characteristics of the program. In some cases, the program may not really match the strengths of the gifted student. For example, a student with an aptitude in mathematics may not perform well in an elementary program that delivers language arts-based interdisciplinary units. In addition, a student who has a burning interest in peregrine falcons may not be interested in doing a novel study of *The Secret Garden*. In a child-focused system, the student's strengths determine the nature of the program itself.

A fourth effect is that the gifted program may or may not match the identified students strengths. Gifted students may be denied program services if no available program exists for them. In this case, the student is not "gifted." This unfortunate occurrence may happen when students' talents lie in areas other than academics such as the fine arts, leadership, or creativity. While these areas may, in fact, be integrated within the curriculum, we also know that their development requires specialized instruction in the techniques of the discipline. How might one become a bassoonist without the special skill of an orchestra teacher?

Finally, an important effect is that everyone may or may not assume responsibility for the education of the gifted student. Since the classroom teacher is the point of referral, he or she realizes that the student needs special instructional strategies *within and beyond* the regular education program. In the best scenario, the professional team is composed of all those who instruct the gifted student, not just the gifted teacher.

While a program-focused approach is currently the typical procedure in Texas, the new state rules provide support for student-focused approaches. It states that "school districts shall provide an array of learning opportunities for gifted/talented students" and that these options should be "relevant to the student's area of strength" (Chapter 89.3, Student Services). I hope that we may be able to make the atypical typical in developing the gifts of individual students.

T

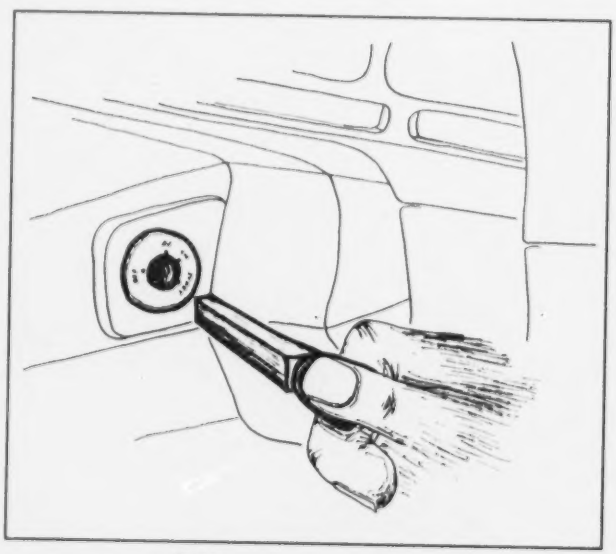
KINGORE, from page 1

- The physically challenged gifted has the car, but the air conditioning is broken. The mechanics are kept so busy trying to fix the air conditioning that the car never gets to be driven.

- The gifted female has the car, but she may self-sabotage or be around others who think she does not deserve to drive it. Many wonder what her daddy does!

Being gifted is like having a really nice car. Our challenge is to help all educators and parents to become sensitive to the diversity of the gifted so their cars can safely enter the high-speed freeway of learning.

T



52

MCLENDON, from page 3

55 is a quality measure that the TAGT membership should strongly support.

Texas Education Agency/State Board of Education Update

The State Board of Education continues to debate several issues related to the development of the Texas Essential Knowledge and Skills (TEKS), which will replace the current curriculum in Texas public schools. Supporters from both sides of the TEKS issue filled the board room during the March 4 SBOE work session. Conservative SBOE members want the full board to abandon work on the new curriculum claiming philosophical differences with proposed drafts. Those supporting TEKS are urging the board to move forward with development of the new curriculum standards so that districts will have time to plan for implementation. TEKS work is expected to continue as the social conservative members of the board will likely be unable to garner enough votes to stop supporters of the project.

SBOE Elects New Chairmen for Realigned Committees

Geraldine Miller, Will Davis, and Richard Watson were elected to serve as chairs of the committees of the State Board of Education at the February meeting. Miller, Davis, and Watson will serve two years in these leadership positions.

Of special interest to the TAGT membership is Mrs. Miller's committee. As the district 12 representative on the Board, Mrs. Miller will chair the Committee on Instruction. Formerly the Committee on Students, this Committee will oversee establishment and implementation of curriculum and graduation requirements; textbook proclamations; student assessment program development and implementation; establishment of satisfactory performance standards on the statewide assessment system; general education; special education (dyslexia); **gifted and talented education**; adult education; library standards; and the Texas School for the Blind and Visually Handicapped/Texas School for the Deaf.

Commissioner's Advisory Council on the Education of Gifted/ Talented Students

The newly reconstituted Commissioner's Advisory Council met on January 24. Most of the Council's discussion centered on the new *Texas State Plan for the Education of Gifted / Talented Students*. Jeannette Covington from the Division of Advanced and Academic Services, Texas Education Agency, gave an update on the Gifted/Talented Accountability Task Force that has been established to develop a proposal for recognizing campuses and/or districts who go beyond the acceptable indicators in the new state plan and attain recognized or exemplary status. Council members were encouraged to give any input they might have to Mike Torres of Bishop ISD who also serves on the task force.

Two members of the TAGT Executive Board, Andi Case, Richardson ISD, Krys Goree, ESC Region XII, and Kathryn Fergeson, Slaton ISD, are also members of the task force. TAGT members should direct their suggestions or concerns about the State Plan to our TAGT representatives on the task force. Their address and telephone numbers are on the back of *Tempo*. Members of the Commissioner's Advisory Council representing your region can also relay your messages to TEA staff responsible for gifted education: B.K. Dean, ESC Region XVIII; Gwendolyn Fort, Region XIII; Pat Holmes, Region XI; Rita Latimer, Region XVIII; Connie McLendon, TAGT Executive Director; Candace Michael, Region XX; Joyce Miller, Region X, Joe Munoz, Region XV; Mike Torres, Region II, Paul Williamson, Director of Academic Services and Advanced Placement, The College Board; Ann Wink, Region XII (elected chair of the Council); Ernest Zamora, Region II; and Richard Sinclair, Executive Director of the Texas Academy for Mathematics and Science.

T

THE QUIET GIFTED... THE ATYPICAL GIFTED LEARNER

by Jim Coffey
San Angelo, TX

In his book, *My Kind of Heroes*, Elmer Kelton tells a story about a gentleman from New York who moved to San Angelo and became a real estate agent. While he was in San Angelo he remained as much a New Yorker as he could in speech, manner and dress. After several years, he returned to New York. When he did, he bought a broad-brimmed cowboy hat and fancy boots. He had to look the part of the typical Texan. He had fallen victim to one of the worst social diseases of the twentieth century: stereotyping.

Stereotypes play an important role in our lives today and in doing so they bring a certain comfort with them. We think that we can count on all Democrats being liberal, all Republicans being conservative, all lawyers being somewhat sleazy, and all gifted students having the characteristics we have listed on our sacrosanct characteristics list. If it were not so, television would have told us; that medium being the largest producer and disseminator of stereotypical images since Athens described the rest of the world as barbarians. Obviously, these stereotypes are inaccurate and inadequate to describe the people in the world of politics, law, and education. Stereotypes exist, and they influence the decisions we make daily.

I have met with a number of people who deal with gifted programs who have remarked, in describing their program, "We don't have any real gifted kids here, just a bunch of high achievers." When I hear this, I cannot help but wonder if the gifted students are there, but since they don't fit our preconceived notions of who the gifted are, we miss them. Who are these people?

The literature refers to them as the "atypical gifted." They are a problem because they don't fit our preconceived notions of not only what they should look like but also what their giftedness really is.

They may be seen as the "Quiet Gifted." Those wonderful and tragic children who bow their heads, do their work and only rarely allow their special abilities to be seen. Years later, they are remembered with the throw away phrase, "...do you remember her, I wonder what ever happened to her?" Their abilities generally do not match the curriculum being offered. In an effort to bow to the priorities of modern education, the decision is made to let them proceed in the general education classroom, and that is where they remain until they finish all the alternatives available to them.

I am beginning to believe that there are an entire group of gifted in the schools whose abilities might be recognized, but for whom there is no program. The issue of whether we serve those children whose needs fall just beyond that border of what we think we can afford to do for them is a major one. In many districts, students with abilities in the arts, leadership or technical areas are not served because their needs do not match the programs in place. There are some who might question the inclusion of technical skills in the area of giftedness. A point to consider: at 11:30 on Friday night in Loma Alto, Texas, who do you want working on your Cadillac? In a society which is becoming more and more technical, we in gifted education are many times ignoring those with the abilities which may light our future world.

There is another set of atypical learners. Data from Texas Education Agency for fiscal year 1995, indicates that 63.3% of students in state-wide programs are white while the state-wide Anglo population is 46.4%. State-wide Hispanic population is 36.7% and they represent 22.1% of state-wide programs. African-Americans represent 14.3% and 10.1% of gifted programs. What do numbers really mean? I think that they mean we still have not determined the right questions to ask to unearth those children whose characteristics may not fit the traditional lists which often drive screening. The gender issue is less troubling with 54% of the programs female, 46% male.

The final group who fall into this atypical grouping are those students whose learning styles make them so different from the stereotype that they are not considered. While some of these students end up in special programs for attention deficit or some related disorder, others reside in programs for special education students. If we are truly committed to serving the gifted, these children who don't fit the pattern must be considered.

54 (See COFFEY, on page 14)

ADD and Gifted: How Can You Distinguish Between the Two?

by Rebecca Rendon
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Gifted children diagnosed with attention deficit disorder (ADD) have many obstacles throughout their childhood that they must overcome. It appears to be a paradox that children who have ADD can also be gifted. Their behavioral symptoms can inhibit academic success and their processes' availability for learning; however, ADD is not a learning disability or even classified under special education. Being gifted and ADD can seem like a contradiction. How can gifted children concentrate so long in certain areas of interest yet have a problem paying attention? Contradictions such as these can cause many social and emotional problems among gifted children. Many gifted children who tend to be primarily global learners resist the usual sequential, traditional teaching approach predominately used in our school system today. On the other hand, children with ADD have much difficulty performing these tasks any time. When gifted children are placed in programs that are not challenging, it is very difficult to distinguish between "won't" and "can't" (Lovecky, 1994).

Symptoms of Attention Deficit Disorder

Children with ADD are characterized by symptoms of inattention, impulsivity, and sometimes, hyperactivity. These children comprise approximately 3-5% of the school age population with boys significantly outnumbering girls. In order to receive a diagnosis of ADD, a child must exhibit at least eight of fourteen characteristics (Parker, 1992) for a duration of at least six months with onset before age seven (Table 1).

The five main features of ADD are inattention, low frustration tolerance, distractibility, impulsivity and hyperactivity. Problems with attention and concentration occur when a child has difficulty focusing and sustaining attention on a variety of tasks of moderate interest, or in shifting attention among tasks (Lovecky, 1994). Barkley (1991) and Weiss and Hechtman (1993), state that attentional difficulties are most evident in situations requiring sustained attention to dull, boring, repetitive tasks such as schoolwork, homework, or chores. Children with short attention spans have the ability of concentrating for long periods of time on preferred tasks; difficulty with concentration becomes apparent on tasks that include repetition, elements of boredom, fatigue and low levels of motivation. The difficulty with identifying the difference between identified gifted children and diagnosed ADD children is that

Table 1.
Characteristics of Attention Deficit Disorder (ADD)

1. Often fidgets with hands or feet or squirms in seat (in adolescence may be limited to subjective feelings of restlessness).
2. Has difficulty remaining seated when required to do so.
3. Is easily distracted by extraneous stimuli.
4. Has difficulty awaiting turns in games or group situations.
5. Often blurts out answers to questions before they have been completed.
6. Has difficulty following through on instructions from others (not due to oppositional behavior or failure of comprehension).
7. Has difficulty sustaining attention in tasks or play activities.
8. Often shifts from one uncompleted activity to another.
9. Has difficulty playing quietly.
10. Often talks excessively.
11. Often interrupts or intrudes on others, e.g. butts into other children's games.
12. Often does not seem to listen to what is being said to him or her.
13. Often loses things necessary for tasks or activities at school or at home (e.g. toys, pencils, books)
14. Often engages in physically dangerous activities without considering possible consequences (not for the purpose of thrill-seeking) e.g. runs into the street without looking.

gifted children with ADD have more preferred activities to begin with and longer attention spans than the average child with ADD.

Low frustration tolerance is a second feature of ADD. It is very difficult for the child to persist on tasks and they will give up at the first sign of uncertainty or feeling of incompetence. Variations in tasks will ease the boredom and frustration in these children; too much of the same kind of work will only decrease the ability to sustain attention. Thus, giving an ADD child a whole page of the same type of problem will only result in incomplete work and a very frustrated child. Giving an ADD child fewer problems and immediate feedback and reinforcement is more likely to result in completed work and a more positive self image.

The third feature of ADD is distractibility. Weiss and Hechtman (1993) suggest that children with ADD may be no more distractible than any other children on certain types of distractors, but more so on others. For example, an ambulance passing by the school would be distracting to all children but the rustling of papers may only be distractible to children with ADD. Since gifted children tend to be more aware of their physical environment anyway, a gifted child with ADD is truly affected by distracting environmental phenomena.

Impulsivity includes characteristics such as acting without thinking; needing a lot of supervision; frequently calling out in class; interrupting others; intruding on others' games; engaging in frequent, unnecessary risk-taking; having difficulty waiting turns in a game or in a group situation; and responding without waiting for directions to be completed (Lovecky, 1994). These children act first and think second. Impulsive gifted children without ADD have a tendency to jump to conclusions about questions being asked because they truly do know the answer. Those with ADD tend to answer the questions incorrectly and insist they are right with out checking their work. This can cause a great disruption for teachers in the regular classroom as well as those in gifted classes.

Hyperactivity is the final symptom of children with ADD. Children diagnosed with ADD and hyperactivity are diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). For example, children with hyperactivity may show excessive motor activity or be excessive talkers. ADHD is one of the most complicated syndromes to diagnose. More and more children who are showing characteristics of overexcitability are being identified by classroom teachers, counselors and parents as ADHD which may not be appropriate. Medication works fairly well in the treatment of ADD, but it may not be appropriate for all children diagnosed with the disorder. Therefore, educators must make sure that qualified professionals, such as child psychologists and psychiatrists, are those making the actual diagnosis.

Issues of Giftedness

When a child is both gifted and has ADD it is very difficult to distinguish between the two. The question is how to determine whether a child has Attention Deficit Disorder, is gifted, or both. The only solutions when dealing with ADD, gifted, or ADD/gifted children begin with appropriate diagnoses. A thorough professional evaluation includes psychological and physical examinations. Continuous behavioral evaluation is also necessary due to the fact that ADD children typically exhibit their problem behaviors in all settings, whereas gifted children do not. Behaviors and characteristics of children

Table 2.
Selected Characteristics of Gifted Children

Gifted children may:

1. Dominate others.
2. Have difficulty bringing tasks to closure.
3. Be impatient with details or restrictions.
4. Be considered unusual or silly by peers and teachers.
5. Refuse to accept authority and be non-conforming.
6. Use descriptive details in excess.
7. Interrupt or ignore classroom activities to pursue individual interests.
8. Be intolerant of others.
9. Become inhibited in sharing information.
10. Be bored with routine tasks and repetitive tasks.
11. Have difficulty relating to peers and adults.

56

with ADD as described previously by Parker (1992) and children who are gifted often parallel. There are many similarities between ADD students and the gifted (Compare Table 1 and Table 2).

Strengths of Gifted Children with ADD

The focus of children with any kind of "problem" tends toward the negative instead of the positive aspects of the situation. However, children with ADD have many positive characteristics as well. They tend to be very creative in both writing and thinking and have novel ideas because they notice things no one else would (Lovecky, 1994). Although spontaneity is not always recognized as a strength, it is a trait that is most valued in programs such as Odessy of the Mind in which children must compete in "spontaneous" problems and literally have to "think on their feet." Much of this spontaneity also allows children to join in preferred activities such as sports, art, music, and drama where they are usually most successful.

Helping Gifted Children with ADD

Educationally, most of these children require both highly stimulating work at their level of achievement and compensatory techniques. The following interventions can lead to improved classroom performance:

- providing for a small class size,
- provision for a variety of assessment and testing methods,
- individualizing a student's program, and
- maintain a comfortable/supportive environment.

Some specific suggestions for classroom modification to help the gifted/ADD child (Baum, 1990) are:

- avoid open-ended activities,
- limit choices, materials, completion time,
- teach through strongest modality,
- use visual material and color to reinforce retention,
- eliminate letter grades,
- avoid overuse of spirit masters,
- use oral and written directions,
- encourage problem-solving activities to develop sequential thought patterns,
- provide enrichment alternatives along with remediation,
- use mentors, and
- provide time for social skill development.

Conclusion

Issues associated with Attention Deficit Disorder as well as with giftedness, can be lifelong. In order to assist these special students, teachers should focus on strengths, interests, and superior intellectual capacities even as they provide remediation for students' weaknesses. The best environment for gifted children diagnosed with ADD is a nuturing one. A nurturing environment values and respects individual differences and fosters and supports interdependence (Baum, 1990). Gifted/ADD children face enormous obstacles; however, with correct identification and thorough, effective teaching strategies these students can become successful learners and lead productive adult lives.

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PARENTAL ALCOHOLISM AND GIFTED CHILDREN

by Rebecca Gaston and Jeanie Goertz
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There is a lot of interest in students labeled "at-risk" but who are also gifted. The "underachieving" gifted, the "disadvantaged" gifted or the "exceptional" gifted. In this group are also the gifted children from alcoholic families. A recent study (Gaston, Goertz & Bernal, 1995) reports on gifted children of known alcoholics, establishing that they are psychologically at risk and should be considered for intervention even if their achievement in elementary school has not been adversely affected.

Some gifted children who have alcoholic parents are able to cope with the situation well enough to achieve at the expected level according to their intellectual ability (Gaston, et al., 1995). What appears to be most at risk are the important personality variables necessary for these bright children to take intelligent risks and benefit from occasional failures, essential prerequisites for the manifestation of an adult life.

The Children of Alcoholic Families

In families dominated by an alcoholic parent, relationships are almost always strained, resulting in anxiety and depression for their members. Children who come to school angry and depressed are not available for instruction themselves, and they may make it difficult for others to learn and for teachers to teach. We have known these facts for many years. (National Clearinghouse for Alcohol and Drug Information, 1988). The children of alcoholics (COA) are also at an increased risk for developing psychological difficulties including learning disabilities, anxiety, attempted and completed suicide, eating disorders, and compulsive achieving. The problems of most COA's remain invisible because their coping behavior tends to be approval seeking behavior that is socially acceptable, at least on the surface (DeMonnin, 1990).

Much of what happens to a COA is determined by the behavior of the alcoholic parent. Although they tend to be survivors, many COA's adopt maladaptive personality styles during childhood that are retained into adulthood (Woititz, 1983). These children do not consistently receive adequate support or nurturing at home, because even the sober parent is preoccupied with the alcoholic parent. COAs are, in effect, attempting to survive almost unaided.

These children do not understand what is happening in their homes nor how specifically they are being affected, which adds to their confusion and distorted sense of reality (Tharinger & Koranek, 1988). In order to mask the pain, anger, and isolation they experience, the children adopt family roles that help them to survive. By recognizing these family roles the teacher may notice a child in a classroom situation.

One child, often the oldest, will take on the role of family "Hero", trying to be perfect, so that the alcoholic parent will stop drinking. Since this does not work, heroes feel they are never good enough and are frustrated and hurt as a result. The "Scapegoats" of the family decide they are not even going to try to compete with the Heroes, so they become the "Bad" kids, acting out the pain and anger in the family, and keeping the focus off the real problem, which is the parent's drinking. The "Lost Child" retreats or withdraws when conflict occurs. He/she tries not to be noticed at home or at school, and his/her academic performance is average (Krois, 1987). The Lost Child can be depressed or suicidal because of withdrawal and isolation. The "Mascot", often the youngest child in the family, is cute, mischievous, and endearing in order to try to distract everyone from the real problem. These are not fixed roles. Family members can assume two or more roles simultaneously or take on different roles at different times.

The Gifted Child of Alcoholic Families

By merging the characteristics of the gifted child with the problems of having an alcoholic parent, an alarming picture becomes apparent. Extremely able children are confused, thrust into survival roles in order to cope, and are deprived of their childhood. Without help, they may never be able to adjust appropriately enough to tap their potential as children, as students, and later as adults.

The schools have been cited as the second most promising setting for identification activities, other than alcoholic treatment centers, since they reach the largest number of children (Tharinger & Koranek, 1988). It is important that COAs receive timely intervention, and the public school setting is a logical candidate for this job.

At School

In the classroom, it is possible to tentatively identify some of these children by teacher observation. The teacher cannot single them out or do formal counseling, however there are strategies that are helpful in allowing COAs to notice their feelings and to talk about them to a degree. Journal writing is one vehicle which allows students to put their feelings down on paper in a safe setting. It is important that the teacher write a reply to what the student has written, so the student knows that the teacher really did care enough to read the personal writing. Another strategy is listing topics on the board, which require the student to look at things personally. In this way, they become used to writing about their own perceptions and attitudes.

Another strategy is to have group meetings from time to time, in which all members share about the same general topic if they want to share, but nobody is compelled to talk. By building trust over a period of time, students gain a sense of confidence that is okay to talk about sensitive topics. In this setting, students never come out and directly say "My parent is an alcoholic", but they are able to talk about experiences that make them feel sad, stressed, worried, angry, and certainly the positive emotions as well. Another way to encourage discussion about feelings is to put "feeling words" on cards and have students select a card that names a feeling they have experienced recently and talk about the feeling if they wish. Another approach to this activity is to have cards for students to write what makes them feel happy, sad, scared, and angry with optional discussion.

At Home

The issue of parental alcoholism is sensitive and potentially problematic for a teacher who interferes with the home life of her students. It is important that the teacher not pry or interfere in the family, but rather to reach out to the children. Many times in the alcoholic home, the children are unaware of the problem since it is never discussed, and no family members act like anything unusual is happening. Consequently, the children must cope with their confusing feelings. It is important that we reach out to these children, especially the gifted children since they are usually sensitive and perceptive about their environment. They need their observations validated and clarified, rather than denied and obscured.

The gifted underachiever is a special concern among children of alcoholics. Gifted underachievers may be hidden behind the disguise of aggression, hostility, or passive behavior. They may convince both themselves and their teachers that they do nothing well and thus may be ignored, overlooked (Lost Child), or given negative recognition (Scapegoat) for the gifts and talents that they keep so well hidden (Roach & Bell, 1989). The underlying factor that reveals itself in most studies of underachievement is a lack of personal locus of control (Mills, 1991). Underachievers do not internalize the relationship between effort and outcome and do not own their sense of efficacy (Rimm, 1987). For COAs there is no positive relationship between effort and outcome. Without intervention, these children are at great risk to continue the family cycle of addiction and self-destructive behaviors (Gover, 1991). No matter what role the child takes, self worth does not exist. The child feels shame, which is different from guilt. Guilt focuses on something one has done, but shame is a bad feeling about who one is. It is caused by the reactions of "powerful" people and becomes internalized. A person who is shamed feels exposed, trapped, and experiences a loss of dignity and extreme disappointment, feelings which are never discussed, mended, or appeased (Gover, 1991). These roles are in some sense functional in childhood, but often have a negative impact on the child's academic functioning and longer term emotional and social adjustment. Such roles are clearly not appropriate in adulthood (Austin & Prendergest, 1991). These roles are self defeating for the gifted underachiever because by adopting these roles children may not be able to succeed in the gifted program.

Conclusion

Gifted children from alcoholic families are at risk. Some gifted children who have alcoholic parents are able to cope with the situation well enough to achieve at the expected level according to their intellectual ability. Yet, if coping mechanisms are being employed by these children so that no one knows the stress under which they are operating, their future may be threatened. Studies of adult children of alcoholics indicate that they were deeply affected and impeded by parental alcoholism, but the effects did not manisfest in an easily discernable manner when they were children. Therefore the basis for teacher referral for counseling may have to change, so that even students with good grades and positive behavior may be referred if they are COA's. Only in adulthood do these coping mechanisms cease to work for the COA, bringing on an inability to manage life's stresses in the adult world.

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COFFEY, from page 8

There is no way of knowing how many atypical gifted students there are who are not being identified and served. What we can be sure of is that as the general population of students becomes more diverse and in need of services, the gifted population is equally becoming more diverse. With this diversification in ethnicity, gender, learning styles and abilities, it follows that gifted programs must become as diverse. What once was acceptable programming for the majority of gifted learners may no longer be acceptable. Identifying the atypical learner and determining methods of serving them may be the major challenge for educators of the gifted in this decade.

In the book *Connections*, James Burke, describes how one invention or discovery leads to another so there is almost one unbroken line of innovation throughout history. Changes to serve the atypical learner will have this effect on gifted programs. Identification will require different methods and techniques, curriculum will require different views of content and process and, most importantly, service will require a variety of options to deal with that sub-population of a sub-population - the atypical gifted learner.

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Adjusting the Focus: Finding Gifted Students with Learning Difficulties

by Janet Ray
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When I taught life science, I always introduced my students to the structure and use of the microscope. The students learned to locate a specimen by changing the power and moving the fine and coarse adjustment knobs. The students discovered that when they changed specimens, they had to readjust the focus. In order to see each slide clearly, the students had to account for differences in size and opacity.

If we want to find gifted students with learning differences, we may have to adjust our focus in assessment and placement. The strategies that locate most gifted students may not take into account differences in learning. In fact, it is very likely that a gifted child with learning difficulties will be missed in regular screening and assessment procedures. The Gifted/LD child has gifts that may be distorted by disabilities. Group administered aptitude tests that do not yield subtest information are unlikely to be valid indicators of abilities or potential. In addition, Gifted/LD students have school difficulties unique and apart from regular gifted and regular learning disabled students.

He Can't Read; How Can He Be Gifted?

What are the common perceptions of a gifted student? Does he make good grades? Is he a high achiever? Is he respected and liked by his peers? How do we perceive students with learning difficulties? Are they average or below in intelligence, not very creative, and awkward? It is not surprising, then, that many find it difficult to imagine a gifted child with learning disabilities (Udall, 1991). If a child cannot read (or write, or pay attention), how can he or she possibly be gifted?

Linda Kreger Silverman (1989) calls the fact that a child can be both gifted and have learning difficulties a "well-kept secret." These high-ability students with learning difficulties are often called "twice exceptional" or "paradoxical learners" in research literature. They are a paradox because they have superior abilities and extreme weaknesses. They are twice exceptional because in addition to a superior or very superior intellect, they have a neurological impairment that prevents them from correctly processing information. This processing "glitch" takes on many forms: it can be auditory, visual, attentional (with or without hyperactivity), or a combination of these.

It's Possible; Is It Probable?

Several studies have attempted to quantify the percentage of gifted among the learning disabled population and the frequency of learning difficulties in the gifted population. Silverman (1989) found that one-sixth of the children referred for assessment of giftedness at the Child Development Center in Denver, Colorado could be identified as learning disabled. Udall (1991) found that more than two percent of the learning disabled students in her program had scores of 120 or more on either the Verbal or Performance scale of the Weschler Intelligence Scale for Children-Revised (WISC-R). Dix and Schafer (1996) concluded that at least two percent of the students in a school's gifted program should be learning disabled, but five to ten percent was probably a more accurate estimate.

Acknowledging the possibility that a child could have high abilities and extreme weakness does not always translate into action that assumes it is probable. In 1995, Mary Tallent-Runnels and Ellen Sigler published the results of a survey on the status of Gifted/LD students in Texas. Almost one-third of the districts in the state responded. Tallent-Runnels and Sigler found that eighty percent of the districts reported no Gifted/LD students in their gifted program. This percentage is up from an earlier study (Boodoo, et al.,1989) which reported that seventy-seven percent of gifted programs had no learning disabled students. It is interesting to note that the earlier study was conducted before gifted education was mandated by the state of Texas.

Many responses on both surveys reveal a disturbing bias against Gifted/LD students. Reasons for not admitting learning-disabled students into the gifted program included reading problems of the student, the separation of the gifted and special education programs, and the belief that a student with a high aptitude cannot be learning disabled. Some commented that those with learning disabilities could not

function in a gifted program or could not succeed on tests given in order to qualify. Some felt that the gifted teacher should not have to deal with slow learners or behavior problems. Clearly, the gifted child who struggles with learning difficulties faces roadblocks from within and without.

Looking Past the Mask

It may be difficult to distinguish the Gifted/LD child in preschool. Typically, the child will only exhibit characteristics of giftedness — excellent memory, advanced verbal skills, good reasoning ability, extensive curiosity, and an interest in books (Williams, 1988). When a Gifted/LD child begins kindergarten or first grade, conflict and inconsistency surface. The child, once considered so bright, is a failure at one or more learning tasks — handwriting, reading or prereading, or math concepts. The child may show deficits in organization skills, such as visual and auditory sequencing. It may become apparent that there are problems in large and/or small motor coordination. There may be deficits in attention or concentration on tasks. Suddenly, the focus is no longer on the gifts, but on the disabilities.

When learning difficulties are present in a child of superior abilities, giftedness is often masked and the disability misunderstood. Gifted/LD children are consistently described in research as "hidden", "disguised", and "masked". Sometimes, learning difficulties are amplified or exacerbated by giftedness. In order to get a true picture of these students, we have to look past the mask.

Gifted/LD students may be masked by averageness. Students who are functioning at or near grade level rarely come to the attention of the teacher. When two exceptionalities exist in one child, they tend to mask each other. Learning difficulties can depress the performance level of a highly capable student. In addition, many Gifted/LD students use their strengths to compensate for their disabilities. This makes the student's performance look "average," so the disability and the giftedness go unnoticed (Silverman, 1989).

Gifted/LD students may be masked by school weaknesses. Gifted/LD students often have poor handwriting, seem inattentive, do poorly on timed tasks, have difficulty with rote memorization, are more interested in the big picture than in details, appear unmotivated, are disruptive, and are uninhibited in expressing opinions (Winebrenner, 1996; Udall, 1991; Baum & Owen, 1988; Nielsen, Higgins, Hammond, & Williams, 1993). Too often, these weakness are viewed as evidence that a child is not "really gifted." Gifted/LD students also shared many common strengths. They often show strong abstract reasoning ability, have an unusual imagination, are highly creative, easily grasp metaphors, analogies, and satire, have good problem solving skills, are extremely curious, and are highly verbal (Winebrenner, 1996; Baum & Owen, 1988; Udall, 1991).

Underachievement may mask the Gifted/LD child. Underachievers typically fail to complete assignments, are distractible and inattentive, are excessively critical of self and others, are perfectionists, lack social skills, denigrate the work they are assigned, and tend to become an expert in one area and dominate discussions with their expertise. Each of these characteristics can also be found in descriptions of the Gifted/LD child (Silverman, 1989). Before we decide that a child *won't* do the work, we need to determine if the child *can* do the work. All underachievers will not be gifted children with learning difficulties. However, if we look past the mask of underachievement, we greatly increase the chances of finding hidden Gifted/LD children.

Attention Deficit Disorder (with or without hyperactivity) can be exacerbated when it coexists with giftedness. Many characteristics of giftedness and ADD parallel each other (Webb & Latimer, 1993; also see article on pgs. 9-12 of this issue). Consider how traits of giftedness (boredom, low tolerance for trivial tasks, judgment which lags behind intellect, high activity level, questioning of rules and customs) can amplify behavioral problems of attention disorders (poor attention, diminished persistence on tasks, impulsive, active and restless, difficulty following rules). Gifted children are often socially isolated because of their lack of ability peers. The aggressiveness, noncompliance, and poor interpersonal skills associated with attention deficit hyperactivity disorder (ADHD) compound the isolation for the gifted child with this disability. Gifted children are often more emotionally sensitive than their peers. When ADHD coexists with giftedness, the results may be a high level of emotionalism and quick shifts in mood. ADHD may possibly have the power to redirect sensitivity from concern for others to egocentricity (Mendaglio, 1995).

Gifted/LD students may be masked by feelings of ineptitude. Gifted students with learning difficulties feel even more inadequate in school than learning disabled students of average abilities. Gifted/LD students tend to lack confidence in their ability to organize and carry out typical school tasks (Baum,

1988). These feelings of inadequacy often manifest themselves as underachievement, low self-esteem, and behavior problems. In a case study of twelve high-ability students with learning disabilities who went on to achieve in college, it was found that the combination of abilities and disabilities most impeded their school success (Reis, Neu, & McGuire, 1995). It was not the disabilities that most profoundly affected these students, but the coexistence of giftedness and learning disabilities that made school a negative experience for them.

Locating Gifted/Learning Disabled Students

When giftedness is masked by learning differences, nominations to special programs are obstructed. Most school districts in Texas do nothing out of the ordinary to encourage finding gifted students with learning disabilities (Boodoo, et al., 1989; Tallent-Runnels & Sigler, 1994). How can teachers, specialists, and other educators equip themselves to locate this distinctive population?

- Disseminate information on the unique characteristics of Gifted/LD students. This can be as simple as distributing lists of characteristic traits, such as underachievement patterns, social/ emotional traits, and common strength/ weakness patterns. Provide staff training.

- Train teachers of the leaning disabled. Hearne and Stone (1995) report that very little is being written in journals for teachers of the learning disabled on the talents of these students. Special education teachers are especially in need of training in order to recognize giftedness in their students.

- Actively search for signs of exceptional ability in all children who are evaluated for learning disabilities. Compare the reading mechanics of a child to his oral presentations. Compare computation skills and mathematical analysis. Observe the child under timed and untimed conditions (Silverman, 1989).

- Facilitate parent input. Provide a means for parents to communicate and quantify skills, abilities, and frustrations that may only be apparent at home.

- Administer individual aptitude tests (Webb, 1993; Gunderson, Maesch, & Rees,1987; Weill, 1987). It is highly unlikely that a group administered aptitude test will locate a gifted student with learning difficulties. Students with learning disabilities tend to have trouble concentrating and staying on task in a large group setting. In addition, individual tests will provide observational evidence of compensation mechanisms and allow for probing by the tester.

One of the best ways to locate Gifted/LD students is to look for subtest patterns in individual tests. Disabilities tend to depress the overall score on intelligence tests of learning disabled students. However, the WISC-R has proven to be a valuable tool in locating Gifted/LD students. Subtest scores on the WISC-R of Gifted/LD students reveal commonalities with the regular gifted population (Barton & Starnes, 1988). Common patterns were also discovered in subtests of the Torrance Tests of Creative Thinking (TTCT) in the Gifted/LD population (LaFrance, 1995).

In a 1983 report, Fox studied the WISC-R scores of children in the superior (125+) range of intellectual potential who were suspected of having a reading disorder. The children scored the highest on subtests requiring verbal comprehension and expression Similarities, Comprehension, and Vocabulary). The lowest scores were on subtests requiring sequential ability, attention, and concentration (Digit Span, Arithmetic, Coding). In addition, Gifted/LD children had weaknesses on independent tests of auditory short-term memory and auditory sequencing.

Barton and Starnes concluded that high verbal comprehension/conceptualization scores were consistent among the Gifted/LD population. A significant finding of Barnes and Starnes concerns scatter among the subtests. While gifted children show more scatter in their profiles than average children, Gifted/ LD children show a greater amount of scatter than the general gifted population. We should also be aware that Gifted/LD children may have subtest scores that are one or two deviations below the mean (Baum, Owen, & Dixon, 1988). This should not be used to rule out giftedness if these students demonstrate superior potential on other subtests.

The Torrance Tests of Creative Thinking (TTCT) also yield interesting subtest scores for the Gifted/LD population. LaFrance (1995) compared the scores of three groups of children: gifted, learning disabled, and gifted/learning disabled. She found that the Gifted/LD group tended to be similar to the gifted group in the "thinking" aspects of creativity. In the "feeling" aspect of creativity, LaFrance found that the Gifted/LD group tended to be stronger than the other two groups.

Subtest patterns of Gifted/LD students reveal a superior ability to form concepts and manipulate ideas (Baum, Owen, & Dixon, 1991). The minds of these students overflow with creative ideas and abstract concepts, but they struggle to express them in an organized manner because of poor sequencing and attention skills. Educators who focus on patterns of strengths in subtests will more likely find the Gifted/LD child than those who rely on global scores.

After the initial screening procedures, what can be done to facilitate entry into gifted programs of high-ability students with learning difficulties?

- Identify greater than five percent of students for the gifted program. Districts who identify less than five percent are least likely to have learning disabled students in their program (Tallent-Runnels & Sigler, 1995).
- Allow superior ability/learning disabled students into the gifted program on a trial basis and employ strategies that will encourage success (Silverman, 1989; Dix & Shafer, 1996; Weill, 1987).
- Compare scores with students who have similar disabilities, rather than with norms for non-disabled students (Silverman, 1989; Weill, 1987).
- Waive any criteria that would keep a learning disabled student out of a gifted program. Examples: grades, high achievement in all areas, written products.
- Assign more value to subtest scores than to global scores. Weigh heavily any area of superior potential.
- Value behavioral evidence and parent input equally with other criteria.

Issues

There are several issues that should be addressed by districts as they attempt to identify and include special populations in their gifted programs.

- Are districts using gifted programs as a "reward" for high achievement?
- What role should "potential" play in selection for a gifted program?
- Should participation in a gifted program be contingent on completing all regular assignments?
- Is it necessary (or fair) to adjust assessment in order to locate gifted/ld students?

Districts need to determine their level of commitment in finding these children and adjust the focus of their assessment accordingly. Gifted children with learning difficulties exist, yet they are masked, hidden, disguised, and peering up from the cracks through which they have fallen. Superior abilities and severe weaknesses put these children at particular risk. Adjusting the focus of assessment can help them become visible so that they may be served and nurtured by the special programs they need.

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64

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Searching for Science and Mathematics Web Sites

The comet Hale-Bopp is currently visible in the evening sky. If you would like more information about this comet visit:

http://www.skypub.com/comets/comets.shtml

There are two great sites related to science and mathematics. The first is an extensive listing of links to curriculum and content resources:

http://www.learner.org/content/k12/sami/

The second is a wonderful site for plans, materials, and challenging mathematics content developed by the Los Alamos National Laboratory called Mega Math Web Site. It contains teachers resources and background, advanced and challenging mathematics problems and topics, and interesting activities:

http://www.c3.lanl.gov/mega-math/

IDENTIFICATION OF HISPANIC, BILINGUAL, GIFTED STUDENTS

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According to the Center for Demographic and Socioeconomic Research and Education in the Department of Rural Sociology at Texas A&M University (1996), Texas' population is changing rapidly and substantially - with projections pointing to continued growth, diversity, and social concerns. By 2030, the state's population will be 33.8 million which is an increase of 99% over 1990. Of this increase, 72% is projected to be due to immigrants from other states and from other nations.

By 2030 in Texas, Anglos are expected to increase by 20.4%; African-Americans by 62%, Hispanics by 257.6%, and all other ethnicities by 648.4%. Of the total population in Texas by the year 2030, Anglos will represent 36.7% and Hispanics, 45.9%. By the same year, of the total net change of the State's population, 87.5% is projected to be due to minority population growth.

The Fate of the Hispanic Bilingual Gifted Student

By 2030, two million more students will be enrolled in Texas' elementary and secondary schools. This suggests that more students will be identified and placed in gifted education programs. What, then, is the fate of Hispanic-bilingual-gifted student (HBGS) identification and placement in gifted programs? With the growth of the Hispanic population, one would expect to see rising numbers of Hispanic students in gifted programs. If the pattern of the past eight years is maintained there is a question regarding positive results of this expectation. Ortíz and González (1989) testified in a report from the U.S. Department of Education's Office of Civil Rights that minority groups such as Hispanic, African Americans, and Native Americans are underrepresented in gifted programs by as much as 70%. More recently, an analysis of enrollment data by the Austin American Statesman (Associated Press, 1996) reports that Hispanic students are four times less likely than Anglo students to be placed in gifted programs.

Since there are gifted students in all realms of society, it behooves educators to develop programs which are designed for all groups. It is surprising that our field has not been more assertive in developing more inclusive screening, identification, and curriculum programs. Perhaps the fate of Hispanic-bilingual-gifted students lies in the hands of current teachers of the gifted. It is important to make educators of the gifted aware of the characteristics of Hispanic-bilingual-gifted students so that these teachers can more adequately assist in identification of and/or more effectively serve this group of students.

Attributes of Hispanic-Bilingual-Gifted Students

In our research (Irby & Lara-Alecio, 1995), 11 clusters of attributes of potentially gifted Hispanic-bilingual elementary students were identified. A discussion of those clusters and attributes follows.

Cluster 1, Motivation for Learning, suggests that HBGS's demonstrate a value for education through good school attendance. Additionally, they exhibit a desire for learning, are persistent, and have a sustained motivation to succeed in school. Motivation to learn was also found among characteristics of Hispanic gifted students in a study of community perceptions conducted by Márquez, Bermúdez, and Rakow (1992).

Cluster 2, Social and Academic Language, assays verbal precocity among HGBS's considered in our study and indicates that they not only like to read, speak, listen, and write in their native language, but they also achieve well in those areas. This supports findings from early studies on English speaking gifted students where it was determined that these students were not only good readers, but that they also displayed a keen interest in reading (Hollingsworth, 1926; Stedman, 1924; Strang, 1963; Terman, 1925; Terman & Oden, 1947). A more recent study by Márquez, Bermúdez, and Rakow (1992) found that the Hispanic community also perceives gifted children within that community as having an interest in reading. There is general consensus through observational data that gifted children have a propensity toward superior verbal behaviors that are expressive, elaborate, and fluent

(Renzulli & Hartman, 1971). The results of our study support similar observations among Hispanic students and their exceptional abilities to verbally express themselves in their native language. Additionally, our study reports new findings in which gifted or potentially gifted, Hispanic bilingual students are rated by their teachers as being good listeners and good writers in their native language.

Cluster 3, Cultural Sensitivity, suggests an expressed and observable appreciation for the Hispanic culture among the Hispanic-bilingual-gifted and potentially gifted students. Characteristics observed and included under Cultural Sensitivity were (a) pride in their language and/or culture, respect for traditional cultural and linguistic patterns and (b) a value for oral tradition and history of the native culture. Additionally, this cluster revealed an item which indicates the students have an openess toward those who embrace their culture and the language no matter what nationality. This cluster is an important finding because it addresses the critical aspect of culture, which is often lacking among other traditional screening instruments as pointed out by Cohen (1988) and Bermúdez and Rakow (1990).

Cluster 4, Familial, identified eight characteristics. Strong maternal and paternal role models were observed among these students, as well as strongly observed interpersonal relations among family members. Additionally, the students exhibited a "caretaker" personality within the family. This is supported by a study conducted by Ebener (1995) in which he found that high-achieving Hispanic students often take over interpretative caretaker roles between the home and school or community. Parents were perceived to demonstrate strong emotional support for these children and to participate in school functions. These parents were possibly afforded more opportunities to be participative in school functions due to the teachers' observations that their students have smaller family units (usually less than 3 children).

It was determined that HBGS's display respect for authority figures. Additionally, they were observed having meaningful transactions with adults. According to Perrone and Aleman (1983) and Cohen (1988), the strong family and adult relationships and respect for authority figures that are exhibited among the general Hispanic population may be perceived as a non-gifted trait, since gifted identification scales tend to equate non-conformity toward authority and independent thought with superior abilities (Renzulli, Hartman, and Callahan, 1971). The Familial Cluster represents critical findings that consider the relevancy of family structures within the Hispanic culture and among these children.

Cluster 5, Collaboration, focused on 13 items that dealt with the students' abilities to lead and work with others in a cooperative nature. Included characteristics were (a) good at setting goals; (b) has a keen sense of justice and quickly perceives injustice; (c) is able to categorize or judge events and people; (d) has good social adjustment — well-accepted by peers and sensitive to personal relationships; (e) possesses leadership qualities in relation to working in the peer group — works well with others; (f) participates in school activities and class discussions, and (g) interacts with peers from other ethnic groups. The ability to judge events and people is also found among the mainstream gifted children (Renzulli, Hartman, and Callahan, 1971). Good social adjustment and sensitivity to personal relationships are two traits among Mexican-Americans that are supportive of earlier findings reported by Bernal (1974).

Additional characteristics in this cluster were: (a) indirect at giving criticism — avoids conflict — likes to please and is sensitive to the opinions of others (The avoidance of conflict possibly emanates from the conforming behavior discussed under Cluster 4, while sensitivity toward others' opinions is a trait that is supportive of Bernal's (1974) findings.); (b) has a special sensitivity to the needs of society (Like many mainstream gifted children, the findings of our study indicate that the HBGS is also sensitive to world needs and is good at giving advice (Renzulli, Hartman, and Callahan, 1971)); (c) responds favorably to typical classroom motivators and rewards or awards; (d) is patient; and (e) is good at giving advice and judgements in disputes and in planning strategies.

Cluster 6, Imagery, included three characteristics that were aligned with the verbal precocity of HBGC's. They tended to exhibit language (spoken and written) rich in imagery and appeared to be imaginative in storytelling. This finding supports Marquez, Bermudez, and Rakow's (1992) findings on Hispanic-limited-English-proficient students from the community perspective where they determined that these students tended to be creative and had abilities in written and oral expression, as well in storytelling. Being able to image or aptly describe an event or story in the native language and to make it vivid and alive were characteristics that the bilingual teachers in our study perceived to be traits in their HBGS's.

Cluster 7, Achievement, revealed that the academic giftedness perceived among HBGS's is multifaceted in nature. Not only were academic virtues reported as often exhibited, but also achievement branched into more intrapersonal cognitive domains. The characteristics follow: (a) has the ability to use stored knowledge to solve problems; (b) has the ability to generalize learning to other areas and to show relationships among apparently unrelated ideas; (c) performs at or above grade level in math -- like to do math problems; (d) talents are demonstrated through various projects and interests at home or in the community; (e) is self-directed in activities; (f) perceives cause and effect relationships; (g) is curious -- always investigating or asking questions and likes to take risks; (h) tends to prefer novelty, personal freedom, and distinctiveness; (1) the level of competency between learning and language is consistent; (j) has a working command of Spanish as well as English; (k) has an entrepreneurial ability; (l) has a rich sense of humor; and (m) uses intuition. Many of these characteristics were also observed among mainstream gifted students (Renzulli, Hartman, and Callahan, 1971; Parke, 1989), with the exception of the working command of Spanish and English.

An additional observed characteristic was -- reasons by analogy or contrast -- which may be loosely linked to DeLeon's research (1983) that indicated when Hispanic children are asked to reason, they tend to give answers in relation to their social context, thus making analogies through the personal, cultural perspective.

A final characteristic found in this cluster, not to be confused with a lack of organization or interest, was that HBGS's may not complete one task before going to another. Futhermore, they tended to complete tasks in their own time.

Cluster 8, Creative Performance, was concerned with attributes that dealt with the students' creative productivity in the arts. These items tend to mirror Torrance's findings (1970) regarding disadvantaged, minority gifted students in that they are adept in visual/performing arts and are talented in music, art, or drama. Additionally, HBGS's exhibited creativity in movement, dance, and other physical activities. The teachers perceived them to be creative in lyric production to songs with more creativity exhibited in groups.

Cluster 9, Support, addressed five perceived attributes. Vocabulary was perceived to be better developed in the native language; therefore, these children, like all second language learners, need continued support in the acquisition of the second language. It is important to note the need for continued support in second language acquisition among HBGS's especially because there may be a tendency for teachers and administrators to perceive that because these students are gifted they may not need continued support. Acquisition of a second language is a complex process, especially when it is seen from the academic perspective (Lara-Alecio and Parker, 1994).

Additionally, the children were perceived to respond favorably and perform better when the teachers' expressed confidence in their abilities. Two final items included in this cluster were: (a) the teachers perceived the children to have one academic area of primary interest (indicates a need for teachers to support this area, but enrich the students academic environment), and (b) the teachers also perceive the students to prefer alternative assessments as opposed to standardized assessments (indicates that teachers need to use multiple assessment and evaluation tools with students).

Cluster 10, Problem Solving, included items that dealt with actions and cognitive function in solving problems. Within this cluster, two of the items dealt with individual versus group problem solving. The students were perceived as being social in groups and as participating in extracurriculuar activities. In cognitive functions, the students were identified as global learners who completed tasks in a patient, non-hurried, yet effective and accurate manner. In a previously described cluster, HBGS's were observed as moving from one task to another, yet getting all tasks completed in their own timeframe. In conjunction with the students' curiosity and methodological manner for task completion, HBGS's were observed to enjoy and achieve well in science, a subject that is both investigatory and methodological in nature. They were also perceived to perform better on spatial fluency tasks as opposed to verbal fluency tasks and to exhibit high nonverbal fluency and originality (this is also related to Cluster 8, Creative Performance).

Cluster 11, Locus of Control, included various attributive items dealing with differing internal/external controlling concepts. Locus of Control is generally defined as controlling factors one attributes to his/her own actions (internal) or to actions directoed toward the individual (external) (Rotter, 1971). HBGS's have an internal locus of control. For example, those items that suggested internal locus of control were: (a) exhibits good self-

concept and self-confidence; (b) is trustworthy and has responsible social behavior and well-developed social skills; (c) acts naturally and does not consciously imitate others; (d) completes homework assignments (indicates a desire to reinforce self); (e) has good test-taking skills (possibly indicates a keen sense of observation of expectations in the mainstream society and a desire to meet those expectations); and (f) has the ability to meaningfully manipulate symbolism in his/her own culture (possesses abilities to personally manipulate symbolism -- do not allow symbols of the culture to externally manipulate him/her; for example, "Que todo tenemos un destino y que no podemos modificarlo. Tratar de hacerlo es ir en contra de la voluntad de Dios," is a symbol expressing that destiny is something in life with which we cannot contend, but these children are perceived to be able to manipulate that symbol and understand it in context). Other loosely clustered items included were: (a) learns better through social interaction than thorugh isolation and is more cooperative than competitive, and (b) reasons in a step-by-step process rather than spontaneous.

These findings are critical in the ongoing struggle to identify and serve one of the largest minority groups in Texas. It is even more critical when considering a recent evaluation of Texas programs for the gifted where it was determined that in many cases there is little or no match between the programmatic services being provided and the districts' plan of identification (Irby, Henderson, & Berry, 1992). Traditional evaluation instruments, purporting to measure intelligence and achievement, have been deemed inappropriate for minority or culturally diverse students (DeLeon, 1983; Markheady, Towne, and Algozinne, 1983; Renzulli, 1970).

There is a need for a valid, reliable, practical, unbiased Hispanic-bilingual-gifted screening instrument that has the potential to even initially place these children into a pool of candidates for service in gifted education programs. The development of effective screening instruments is critical, because of the initial screening instruments of culturally different students are not inclusive of appropriate, operational definitions or characteristics of giftedness a particular ethnic group, then, as Bernal (1981) determined, students will continue to be denied access to programs through their inability to move beyond the screening phase. We are concerned here with the initial point of referral; more quantitative and qualitative research needs to be conducted in the area of final identification techniques for this population.

Suggestions for Teachers of the Gifted

At this point there are some actions that can be taken by teacher of the gifted. First, they must know, understand, and share the characteristics determined significant among this population with teachers in bilingual education and with Hispanic parents of the potentially gifted students on their campuses. A collaborative partnership between the teacher of the gifted and the bilingual teacher on a campus must be established. In some cases, bilingual teachers have the state required hours to teach gifted children within the bilingual setting. In that case, it is important for the bilingual gifted teacher to share these characteristics with the other bilingual staff members.

Other activities, based upon the characteristics, in which teachers of the gifted may engage to support Hispanic-bilingual-gifted students are as follows:

1. Conduct supportive conversations with students which indicate that we are living in a society that rewards education.

2. Have these students to find outstanding people, living or non-living, from their own culture who have contributed to the society and then develop a "Wall of Fame" or "Un Umbral de Fama."

3. Lead students through an action research project in job market economics where they investigate the job market, future job market, and determine relationships between education, quality of jobs, and income levels.

4. Support the students with resources and encouragement to continue his/her endeavors.

5. Provide activities for developing social and academic language proficiency.

6. Provide the students with motivational native language books selected according to their reading ability; have a good selection of above-grade-level reading books in the native language in the classroom.

7. Provide the students with meaningful writing activities, such as technical report writing of a personal research project, creative writing that includes an analysis of a story from varying perspectives — the author's or various characters', poetry, story-writing, or letter writing for specific purposes.

8. Provide the students with tapes in their native language. The tapes could be musical lyrics with students haveing to interpret the meaning of the lyrics. Other tapes could be of native language poetry being read.

9. Provide the students with time to speak in his/her native language. Special meetings could be arranged where students may share ideas, discuss current events, or set up debates for developing speaking abilities.

10. Have students interview grandparents and older relatives to develop a family history booklet for publication.

These are only a few suggestions that gifted educators can implement in the school and with the families of Hispanic-bilingual-gifted students. Many other ideas could be generated by the gifted teacher, bilingual teachers, and parents based on characteristics of this population.

Conclusions

It is of great importance that teachers of the gifted become aware of the characteristics of Hispanic-bilingual-gifted students and become advocates for them by educating administrators, bilingual and mainstream teachers, and parents, as well as society, in general. It is necessary that they, above all, remember that the exclusion of this Hispanic group of underidentified and underserved children in programs for the gifted has three main implications. First, it sends a negative message to this underrepresented population in district gifted programs. It implies that they are somehow less able than those in other populations. Opinions such as "there are just no gifted minorities" or "minority children are in need of academic remediation, particularly those who are limited English proficient" are common even among teachers who work with these populations (Davis & Rimm, 1989).

Second, the very act of exclusion is contraditory to the American principles of egalitarianism (Gintis, 1988). The task of providing equitable service for the gifted is made more difficult by the lack of uniformity in objective identification procedures and in appropriate needs-based curriculum services. Uniformity does not preclude the use of a multi-dimensional approach to the identification of giftedness. When reviewing evaluations of programs for the gifted it was determined that in many cases there is little or no match between the programmatic services being provided and the districts' plan of identification (Irby, Henderson, and Berry, 1992). The first step in the identification process is to provide valid, reliable, practical, and unbiased screening instruments that are ecologically based on the population to be identified and served. To screen minority students using mainstream instruments based on perceptions of general giftedness and to serve those minority students in similar capacities using mainstream gifted curriculum and instruction is exclusionary.

Third, practitioners must be advocates for changes in the identification procedures and programmatic services that respond to the characteristics of the Hispanic-bilingual-gifted students. Curriculum and instruction cannot be discussed, developed, or delivered in isolation of the conceptualization of giftedness of the particular ethnic group begin served. Finally, a screening process is necessary as well as an effective curriculum and instruction that is sensitive to the characteristics or attributes of the Hispanic-bilingual-gifted student population.

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T

HANDICAPPED? SAYS WHO?

by Joan Ragland, Linette Calhoun & Janette Burgin
Lufkin, TX

Physical handicaps can slow a student, but physical handicaps do not have to be mental handicaps as well. Brian Vance, a ninth-grade student at Hudson High School in Lufkin, Texas, is living proof of this. Brian has severe cerebral palsy and is confined to a motorized wheelchair steered with a joystick. Brian's vision is extremely poor and he is classified as a nonreader. However, considering Brian's multiple physical disabilities, his speech is exceptional.

Brian was first diagnosed with cerebral palsy at eleven months of age. His parents consciously decided to give Brian opportunities to maintain the most "normal" life possible. To their amazement he was counting to ten before his third birthday. His therapists became aware of his potential when he entered Hackney Elementary's Early Childhood Class. During their conversations with Brian he would use vocabulary that was completely above normal three- and four-year-olds. It was a game with him. He liked to see the startled and amazed expressions of his teachers and therapists when he would drop words, phrases, and sentences that should have been totally beyond his ability to say or comprehend. It became obvious to those around him that Brian's mind was working like a sponge, absorbing everything it could.

At the age of six, Brian entered kindergarten at Hudson Elementary. The school assigned an aide to help him in both the regular classroom and in the special education classroom where he went for reading and math. During his elementary years, Brian interacted with peers, teachers, and aides and continued to absorb everything he heard or observed. When he entered Hudson Middle School, he was assigned to Linette Calhoun's sixth-grade science class. Mrs. Calhoun was shocked at the depth and understanding of his oral responses during class discussions. To her amazement, Brian could visualize and comprehend concepts that are usually considered above the normal sixth-grade level. At his yearly evaluation meeting, Mrs. Calhoun recommended that Brian be placed in the seventh grade honors science class. Brian did not meet the traditional definition or image of an honors student, however, the members of his committee felt there was enough evidence to justify admission into a middle-school honors program.

The following fall Brian entered Joan Ragland's seventh grade honors classroom. Although at time he had difficulty talking because of his physical handicaps, with the help of his full time aid, his sharpness in science shined through. Brian participated in most of the Honors Science activities. Physically manipulating small items used for lab activities is impossible for him. Nevertheless, a lower, portable lab table was brought in. Brian could observe lab activities and to participate in oral discussions about the lab activities. With the help of his parents, Gaynell and Don Vance, and their specially equipped van, Brian went on all class field trips.

During his seventh-grade year his class spent two days as guests of the Palacios Marine Science Center. There they learned about plant and animal life along the Gulf Coast, the history of early Texas, and other information about the coastal area. When Brian's classmates loaded onto the aquaboats to trawl, so did Brian. Although he had difficulty

Brian Vance, with his sister and parents.

grasping and holding objects, his parents and classmates were always nearby to hold things up so Brian could focus on them. For example, when they tasted jellyfish, they made sure Brian also had the opportunity. During seventh grade his class also spend two days at Sea World of Texas in San Antonio. In his trusty wheelchair, Brian went everywhere and did everything his classmates did. He even spent the night in the shark exhibit sleep over!

During his eighth-grade year, Brian's honors science class traveled to Llano in central Texas to learn more about geology. When his classmates undertook the challenge of climbing Enchanted Rock they would not allow Brian to be left behind. The students fastened their belts together to devise a host they could attach to Brian's wheelchair so he would be able to "climb" Enchanted Rock with them. David Hebert, the eighth grade science teacher said, "Not only was the trip an excellent opportunity for exposure to science concepts, but the students used the opportunity to expand their problem-solving skills in a real life situation."

Brian has an inner-drive that pushes him to make his life count for something. He knows he will become a productive member of society and will one day be independent and self-supportive. His role model is Steven Hawkins. Brian knows "everything" about Mr. Hawkins. For years, Brian has shown a desire to expand his knowledge and his communication capabilities by using computers, but has always been told that his voice fluctuated too much for a voice activated module. However, this fall, Brian's mother was notified that recent advance in technology may make a voice activated computer for Brian a reality.

Presently however, Brian continues his studies at Hudson High School. He is the first, and only, disabled wheelchair student. He maneuvers through the hallways and into his classes with very few problems. One member of the high-school staff was heard to remark as Brian drove past, "I love it, these kids see Brian and not his chair." Brian's drive and sense of humor are what has brought him this far and continues to carry him through. It makes him approachable. He is always ready for a good time, but is also very serious about his responsibility to himself and to others who must also overcome tremendous obstacles.

When it comes to his future, Brian would like to one day work in law enforcement, and write a book about his life.

Joan Ragland has taught seventh-grade science at Hudson Middle School for 26 years. Linette Calhoun has five years experience teaching sixth-grade science at Hudson Middle School. Janette Burgin, also with 26 years of science teaching experience, is currently teaching at Woden High School. All three teachers are actively involved in promoting science education at the local, regional, and state levels.

T

Yes, It Can Be Done... Gifted Students Can Be Challenged in the Regular Classroom!

by Judy Traudt
Waco, TX

Overlooked, ignored, taken for granted, pressured to fit an expected model... these phrases too often describe the gifted child in the regular classroom; one of the most widely used options for dealing with gifted students (Cox & Boston, 1985). It doesn't have to be this way. A successful alternative for fourth-grade gifted students at Connally Intermediate School in Waco involves using multiple approaches to meet gifted students' needs in the regular classroom.

First, gifted students are clustered into two of the ten fourth-grade classrooms, with clusters averaging 5-7 gifted children. The other students in the class are a heterogeneous mix that include resource students, low-, middle-, and above-average students. Secondly, gifted students are grouped with high achievers for reading, math, and English for half a day in a class called "Special Activities" that provides time for challenge projects beyond the regular curriculum. However, approximately one-half of the day is spent with the heterogeneous group for subjects like science, social studies, PE, fine arts, and health.

Several key strategies are used during the classes with the heterogeneous grouping so that gifted students are challenged. First, higher-level-thinking skills are used with all students, as much as possible, in discussions and activities. All students use analysis doing comparisons between books, authors, cities, vocabulary, or any other topic being covered. They all learn to brainstorm, piggyback, follow problem solving steps, do creative thinking, and predict outcomes. All students regularly use self- and peer-evaluation of both process and product, as well as doing a weekly evaluation of their week at school and unit evaluations to give the teachers input. Naturally, the gifted students usually take these higher-level challenges further, but all students benefit by exposure to and participation in the processes.

A second strategy used with the heterogeneous group is allowing them as much choice as possible in what they do and how they do it. Assignments are given often with the choice of working independently, in pairs, or in small groups. This allows the independent gifted student to work alone if he wishes, he may work with other gifted students, or he may work with friends not necessarily gifted. At the same time, it allows the less independent student to work with a friend if support is needed. The teacher has the freedom to get the gifted students going and then more closely supervise other students who may need more direction.

Students are also given many choices as to the type of assignment they want to work on: creative, research-based, written, oral (taping or presentation), art-related, etc. Once again, this allows each child to use her particular talents and learning styles. During a dinosaur study, some students chose favorite dinosaurs to draw and write about while gifted students tended to select activities like creating dinosaur trading cards, analyzing with dinosaur comparison charts, and doing creative writing related to the topic. Giving choice allows ownership of the project by the student. Whether they are below average, average, or gifted, the students care more about a project they have chosen to do. What if a gifted child has already read the book you selected for the class to read as a novel study? Give that child the choice to reread it with the class, choose another book by the same author to read independently in class at the same time, or choose another book on a similar theme to read independently.

A third strategy we use to meet the needs of all students in the classroom involves the use of contracts for those who either pretest out of material or who have tested well on previous units. In social studies, for example, students who achieved 90 or higher on the previous unit test may have the option of doing a contract to cover the next unit. The contract includes compacting of basic material the student needs to learn. Students select among project alternatives that zero in one aspect of interest to the student (Figure 1). Contracts become something that many of the students strive for, and often a non-gifted student will qualify for contract work by scoring 90 or higher. As the rest of the class covers the material together, contract students work on their own, share their products with the class, review the chapter with the class and take the same chapter test as others. Any student who scores lower

Social Studies Chapter 2 Contract

Name _____ Date _____

If you accept and sign this contract, you must do the following by Friday, September 8 (2 weeks). You will work each day during our 45 minutes of social studies and will not have to do any other social studies work but that which is outlined in this contract.

1. Answer the questions on the attached sheet over basic chapter information.

2. Select one of the following special focus studies to complete alone or with 1-2 partners.

   a. Study the table of Texas counties on pages 359-364. Make a chart summarizing the most interesting information from the chart. Include McLennan County in your data. (Examples: List the top largest counties in area and the top largest in population to see if any are the same. Make a map to go with your table to show where the largest and most populated counties are. OR List the top 5 largest and the 5 smallest counties for both population and area. Show these on a map so we know where the most populated and least populated areas are.)

   b. Study Texas population in the latest Texas Almanac and make at least three different kinds of graphs to show your information.

   c. Study Texas weather and climate. Choose at least two aspects of our climate (such as temperature, precipitation, snowfall, etc.) and use graphs to compare them to another state's weather.

   d. Study the natural resources and farm products of Texas. Research at least three of them (find out where and how they are grown or used). Show your information using at least two graphs, maps or tables.

3. If you finish before the two weeks are up, choose one or more of the following:

   a. Study the Texas graphs on pages 345-347 and write 2 questions and answers about each graph on index cards (questions on the front, answers on the back).

   b. Research tornadoes and/or hurricanes in Texas. Illustrate your facts or make a model.

   c. Write a poem about living in Texas (at least 8 lines - does not need to rhyme). OR Write a short story (fiction or nonfiction) about living in Texas.

   d. Read a book about Texas. Write a brief review of it to share with us.

I choose to do activity: 2a 2b 2c 2d

alone with partner(s) (name them)

Student Signature _____

Figure 1. Example of a contract used by gifted students who choose their own assignments.

than 75 on a chapter test will take part in a period of review and retesting before going on to the next chapter with the class and, of course, will not be eligible for the next contract opportunity. Students in science or English who pretest out of content may be assigned a contract that involves projects, center work, or creative thinking activities. The challenge for the teacher is to prepare an appropriate contract for each unit taught, and the contracts must take varying approaches to the material so students don't have the same choices every unit.

During the classes in which students are grouped by ability, it is much easier to meet the needs of the gifted child because the entire class can move along faster and dwell deeper into subject matter at a higher cognitive level. Gifted students need to be with their intellectual peers (Feldhusen, 1989), and these classes offer them that opportunity. Math lessons can be compacted for the entire group by combining related lessons and keying in on the most challenging problems rather than on all given problems. More difficult novels such as unabridged versions and classics can be selected for study in reading, and English lessons can include more projects and much less drill. Our Special Activities period is of great benefit to our gifted students because during this we do special projects that

ordinarily are difficult to fit into the busy school day. Since we are grouping by ability for Special Activities, the lower group gets TAAS remediation, tutoring, and extra worktime while the higher group with the gifted students gets more challenge. Some of our Special Activities projects last year were sponsoring an all school presidential primary, studying famous artists and their styles with a trip to the Art Center, creating a big book biography series for our library, doing a career study with the second grade gifted students and community mentors, producing a TV news show, publishing a class newspaper, preparing a mock trial of a novel character, and producing a play. Needless to say, our Special Activities class was one to which all students looked forward.

One final approach we use at Connally Intermediate is offering gifted students after-school projects just for them. This year we produced *Macbeth* with twenty-five fourth- and fifth-grade gifted students working two days a week after school for almost three months on this challenging project. What an exciting production we had with all of us learning so much! Other after school projects have included planning and sponsoring a mock United Nations, publishing an all-school creative writing magazine, and publishing a campus geography-related newspaper every six weeks. Even though most of our students ride the bus, through carpooling most gifted students were able to be involved in these activities.

A special tool we created to help us insure differentiation for gifted students in the regular classroom is a G/T Lesson Plan form. By listing our plans for gifted differentiation in each lesson by subject and by noting which higher-level skills are involved in each lesson, we can be sure we are providing for the needs of gifted students on a daily basis in each subject. Also on the form we write observations of special needs, talents, and interests of the gifted students on which to focus in the future. By completing this form weekly, we are able to assess on a regular basis how well we are meeting the special needs of our gifted students in the regular classroom.

Is it easy to meet the needs of gifted students in the regular classroom? No! Can it effectively be done? Definitely! Is it worth the extra effort? Absolutely! Students will be happier, more challenged, more motivated to learn, and that's what makes teaching them so exciting and rewarding.

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Judy Traudt currently teaches fourth grade gifted students at Connally Intermediate School in Waco, Texas, and each summer at Baylor's University for Young People. She has previously worked with gifted students in Waco ISD and has directed the gifted program for Connally Elementary. She was named one of the Outstanding Teachers of the Humanities in Texas in 1996.

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Meeting the Needs of Gifted Students in the Regular Classroom

by Lierin Curry
Birdville ISD

In the introduction to her book *Teaching Gifted Regular Kids in the Classroom*, Susan Winebrenner (1992) makes the following statements: "A teacher's responsibility is not to teach the *content*. A teacher's responsibility is to teach the *students*, and to make sure that all students learn new content every day" (p. 1). Gifted students, in many cases, already know a significant amount of content when they enter the classroom. When this happens many things can occur for the gifted student in the classroom; they may be expected to keep the same pace as other students and not let their boredom show; they may be asked to tutor students who are having difficulty; they may be given "more" work to keep them busy, or they may be fortunate and have a teacher willing to recognize their needs and devise strategies to meet those needs.

Theodore Sizer said, "that students differ may be inconvenient, but it is inescapable. Adapting to that diversity is the inevitable price of productivity, high standards and fairness to the students" (1984). One of the greatest challenges today in American education is the ability of the school to meet the needs of such a diverse student population. It is very tempting to focus solely on content rather than the varied needs of students. Gifted programs need to have substance, provide opportunities for challenge and enable students to have some part in selecting and planning their learning.

Birdville ISD is the third largest school district in Tarrant County with approximately 20,500 students. Its student population is very diverse. BISD has a 20% minority population, 27% economically disadvantaged population and 27 different languages as primary languages for students. Birdville strives to enable each student to reach his/her potential. One Birdville campus, among many, that does an outstanding job of providing appropriate instruction for all of its students — including its gifted students — is Green Valley Elementary School. Green Valley Elementary School has been named a Texas Exemplary school for the last two years. Brenda Allen, the principal, describes its population as including both blue collar and white collar working families. Thus, the school has a rich diversity.

Green Valley has 438 students and has many programs and projects in place to meet the needs of its students. Parents teach art classes to students; and third grade students spend three days at the Dallas Museum of Art learning and doing activities. Teachers work with the Fort Worth Science and History Museum and Texas Christian University to provide students with hands on, real-world, and relevant science activities. Both teachers and students are free to offer suggestions and new ideas on how to best meet the needs of all students.

Students and teachers are encouraged to submit their ideas for innovative approaches to Mrs. Allen in a proposal form. She looks for what will change, what will be affected, what is the purpose, and whether the needed skills and resource are available or obtainable. When the proposal is approved by Mrs. Allen, it is submitted to the site-based team for further discussion. If the proposal is determined to be viable, then it is given a "give-it-a-go."

Thus, you will find "looping" in grades 1 and 2. In looping, a teacher and her class stay together for the first and second grade of instruction. The fourth grade is using teaming with two teachers on a team. One teacher teaches language arts and social studies and the other teacher teaches math and science. The students rotate as a team between the two teachers. You will find interdisciplinary units used within the grade level and cross grade levels.

Students also submit proposals. A gifted/talented student wanted to begin a chess club. He wrote a proposal explaining what he wanted to do and why he felt it was a good idea at Green Valley. The proposal was then submitted to Mrs. Allen and the site-base team. A parent and teacher (the gifted/talented specialist) agreed to sponsor the club which meets on a monthly basis after school. Such an open environment is very conducive for the gifted student to stretch and grow because the teachers are encouraged to be life-long learners and try innovative approaches and techniques that are based on sound research.

In Birdville, the G/T specialist is only on campus one day per week and functions as a resource for

teachers and pulls out various groups of gifted/talented students on a limited basis. This requires the classroom teachers to be the primary provider of services for the identified gifted students. Green Valley clusters its identified and talent pool students in classrooms with teachers who have received the state mandated staff development (thirty hours of training including: nature and needs of gifted students, assessment issues, and strategies for working with the gifted). This clustering pattern allows for a group of G/T students to be together as peers within the classroom. The trained classroom teacher provides differentiation for the clustered students within the context of regular instruction. For example, in one fourth-grade class studying elections, the students in the class studied the popular vote while the G/T students researched the electoral college vote. Upon completion of their research, the G/T students taught the entire class about the electoral college.

Classroom teachers across the grade levels incorporate many of the strategies for the management of differentiation. Compacting (spending less time to learn the concept or skipping the concept if already mastered) has been found to be a useful tool for differentiation. Some examples of compacting include: skipping chapters of material that have been mastered or spending less time with the teacher in directed activities using that time for independent study. Many classroom teachers pretest their students for mastery. If the student has mastered the objective, then planning is done for extension of learning or time is given for enrichment. Often acceleration (advancement beyond grade level) is an option for those students who have mastered all of the objectives at a particular level in a specific subject. Teachers will borrow materials from the next grade level when appropriate. Individual projects are encouraged and are often visible in the presentations of the interdisciplinary grade level units.

Tiered assignments are frequently used in many classrooms to provide the appropriate level of learning for all students within the classroom. When using tiered assignments, all students in the class study the same content, but at a different process level.

Flexible grouping is consistent throughout the school. Gifted students have opportunities to work with students in different grades. Fourth grade students teach second graders about angles and estimation. Gifted students work with other gifted students in groups as well as in heterogeneous groups within their classroom. High-level questioning and discussion is encouraged throughout the school.

This faculty incorporates many effective strategies to meet the needs of its gifted students. The principal has established a sense of community or family within the school that fosters the idea of openness, sharing, and working together to ensure that each student is successful. The faculty on this campus views itself as professional and continual learners. This commitment to meeting the needs of all students and to continual professional development fosters a learning environment in which there is the freedom to "fly".

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Lierin Curry has worked with gifted students in all grade levels, Kindergarten through High School Seniors. She currently works as the Consultant for Academic Enhancement for Birdville Independent School District. Lierin is currently completing her Ed.D. at the University of North Texas.

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78

Teacher of the Year 1996
Kim Cheek

A parent wrote of Kim Cheek, Gifted and Talented Teacher for the Year 1996, "Like a lone candle in the darkness, she shines brightly to call attention to the need to train and challenge our children." A fitting tribute for Cheek, Gifted and Talented Teacher for the Wylie Independent School District in Abilene, Texas. She has not only directed a quality educational program at Wylie called SOAR (Synthesizing Our Academic Resources), but also been the designer, implementer, coordinator, and lifeblood of a program which she is the only gifted/talented teacher for the 3-A school district.

Ms. Cheek has taught G/T students in grades K-8 and has written grants for the high school so that teachers on the high school campus were able to continue working with these special students. During the initial years of the program, Cheek maintained a quality classroom which had to meet the needs of students from age 5 to age 14 and drove a small school bus to each campus to bring the students to her G/T classroom. In recent years, Ms. Cheek has organized, decorated, and maintained classrooms on four campuses. She has taught both "pull-out" and inclusion activities throughout the years while striving to meet the needs of students of many different ages.

Ms. Cheek takes the children on a multitude of field trips including fossil digs, a local hospital to view open-heart surgery, veterinary offices, and local banks, as well as to Dallas, Fort Worth, Waxahachie, and Austin. The activities she plans for children are consistently interesting, challenging, and fun. She also encouraged and assisted parents in helping developing their children's gifts of creativity, and freely advised parents on summer opportunities and how to find scholarships for them.

Kim Cheek has approached her position as the gifted education teacher at Wylie with never-ending passion which always strives to improve the program. She has a positive approach to life which constantly seeks to find the best in every student. Her bubbly, creative personality helps her to show the students that learning can be great fun and to encourage them to achieve their best. Whether in the classroom, at church, or at a baseball game, Cheek is a role model for young people, always showing them that she cares and supports their activities, challenging them to reach their full potential. We are proud to have teachers with the character, and creativity of Kim Cheek teaching the next generation of leaders.

Many thanks to Mark and Kayla Fowler for their help with this article.

Parent of the Year 1996
Rick Peters

Rick Peters was named the 1996 Parent of the Year during the Award Ceremony at the 19th Annual TAGT Professional Development Conference in Austin. Rick is well known in his local district of Hurst-Euless-Bedford ISD and at the state level in Texas as an outstanding advocate for appropriate education for gifted children.

Through meticulous planning and organization and through countless hours of dedication and work, Rick revitalized the HEB Association of the Gifted and Talented parent support group into a thriving organization with over two hundred members. Serving as its president, Rick has encouraged parents, teachers, counselors, and administrators to support the efforts of the organization.

Rick is well read on gifted education issues and needs. In an attempt to share this information with the public, Rick has set up a web page and communicates with multiple parties via the Internet (you can reach him at r.f.peters@ieee.org). In a more traditional attempt he has also coordinated efforts with the local public library so the library reference desk keeps a box filled with the latest articles and information selected by Rick for individuals interested in gifted education. Additionally, Rick shares information and expertise with others at local meetings and state conferences.

In the past years, as his two sons have entered public schools and progressed, both Rick and his wife, Mary, have been active volunteers in education and tireless advocates for gifted.

Creativity Potpourri

CALL FOR PRESENTERS

GIFTEDNESS: THROUGH THE LOOKING GLASS

NOVEMBER 19-22, 1997

This year's Creativity Potpourri committee is looking for volunteers interested in presenting four active, hands-on, fun-filled mini-sessions (15-20 minutes in length to groups of 10-12).

The purpose is to explore a variety of techniques or strategies that foster creative thought and action, including brainstorming, productive thinking, forecasting, SCAMPER, deductive/inductive reasoning, creative problem solving, and decision making.

Throughout the evening, presenters give the same mini-session four times to four different groups. Door prizes are awarded and the atmosphere is lighthearted and festive. The space for presenters is unlimited and we welcome you to join us. However, tickets are required for participants attending the Potpourri. These tickets are available at the Conference on a first come/first served basis.

Please submit the following information ***no later than September 1, 1997*** to:

TAGT Creativity Potpourri
406 East 11th Street, Suite 310
Austin, Texas 78701-2617
Telephone: (512) 499-8248

PROPOSAL FORM

Title of session: _____

Grade session pertains to (i.e., elementary, secondary, fourth grade, etc.): _____

_____

Brief description: _____

_____

_____

_____

Presenter name: _____

School district: _____

Work address: _____

City: _____ **State**: _____ **ZIP**: _____

Home address: _____

City: _____ **State**: _____ **ZIP**: _____

Work telephone: _____ **Home telephone**: 80

TAGT Conference
Talents for the 21st Century
November 20-23, 1996

Regional Teacher Award winners are (l-r) Shari Nelson, Tyler; Jayne McDaniel, Rockdale; Deborah Hauglie, North Lamar; Sara Walvoord, Corpus Christi; Sharon Hajovsky, Katy; and Dawn Helton, Silsbee.

TAGT Executive Director Connie McLendon welcomes Liz Carpenter, best-selling author and former press secretary, who was the keynote speaker for the Administrator's Luncheon.

Teacher award winners included (l-r) Kimberly Cheek, Wylie; Elizabeth Nedela, Region 12; Marilee McMichael, Region 10; Gail Pipeer, Region 9; Rebecca Corder, Region 11; and Kay Dowling, Region 13.

Kimberly Cheek, Wylie ISD, received her plaque for TAGT Teacher of the Year from her principal, Craig Bessent, Wylie Middle School.

Bill Kennedy, Young People's Press, right, visits with Karen Vann and Marilyn Sanders, Region 17.

Suzy Hogar, Dallas, and Kathy Hargrove, SMU, were still smiling after Liz Carpenter's humorous address.

1997 President Susan Johnsen, Baylor University, welcomes platform guest Nancy McClaren Oelklaus, TASCD executive director.

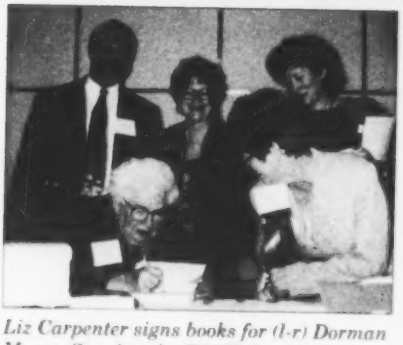
Representing Bryan ISD at the conference were (l-r) Lowell Strike, Keith Garinger, Suzanne Phelps and Jerry Ellis.

Mary Peters, HEB, third from left, congratulates three Parent Award winners from left, Steven Clifford, Region 8; Emily Hobbie, Region 13; and Raymond Peters, Region 11.

Dr. Bertie Kingore (pictured left), Hardin-Simmons University, delivered the awards program keynote address.

TAGT staffer Beth Tracy and TAGT Board Member Kathy Fergeson (pictured right), worked the information booth.

Advocate award winners included (l-r) Suzanne Bell, Region 3; Linda Watkins, Region 13; Jane Hughes, Region 20; Eva Orr, Region 11; and Patti Staples, Region 8.



Liz Carpenter signs books for (l-r) Dorman Moore, San Angelo; TAGT President Mary Seay, San Angelo; Evelyn Hiatt, TEA; and Benny Hickerson, TAGT 1st Vice President and Conference Chair.

Principal Rick Tiffin, Slaton, presented the Ann Shaw Scholar award to Latasha Smith, Slaton Junior High. Her proud mother, Mary Smith, right, was on hand to congratulate her.

Juannie Kyriakides, Houston ISD, and Amanda Batson, Austin ISD, enjoy the administrators luncheon.

Peggy Kress, TAGT Local Arrangements Chair, Round Rock ISD, State Director, Division of Advanced and Academic Services, Texas Education Agency, and Dorman Moore, Superintendent for Curriculum, San Angelo ISD.

Gary Allen, President, and Amy K. McGee, Executive Director, Texas Council of Administrators of Special Education enjoy the Administrators Luncheon and Program.

More regional advocates.

Killeen ISD members provided the creative centerpieces for the administrators luncheon. They are (l-r) Judy Van Ripen, Jan Stewart and Immediate Past President Ann Wink.

Dr. Richard Sinclair, Executive Director, Texas Academy of Mathematics and Science, Benny Hickerson, TAGT Conference Chair, and platform guest Pat Smith, Texas Library Association after enjoying the Second General Session keynote address delivered by Uri Triesman, Director of the Charles A. Dana Center, University of Texas at Austin.

Matthew Tiffee, Hays CISD High School, holds his award for 1996 Secondary Scholar. His father, Johnny Tiffee, left and TAGT Sec.-Treas. Tracy Weinberg, San Marcos, congratulate him.

Raymond Peters, left, receives congratulations from his wife, HEB G&T teacher Mary Peters and HEB Superintendent Ronald Caloss for being named TAGT Parent of the Year.

1997 Conference Overview

Giftedness: Through the Looking Glass

TAGT Annual Professional Development Conference

November 19-22, 1997, Austin Convention Center and Hyatt Regency Hotel

Wednesday, November 19

7:30 a.m. - 9:00 a.m. Preconference Workshop Registration, *Austin Convention Center*
8:00 a.m. - 7:00 p.m. Regular Conference Registration, *Austin Convention Center*
10:00 a.m. - 6:00 p.m. Exhibitor Registration and Move-In, *Austin Convention Center*

9:00 a.m. - 4:00 p.m. Preconference Workshops: Addressing Program Options from the *Texas State Plan for the Education of Gifted/Talented Students*

1. **Dr. Nicholas Colangelo,** Myron and Jacqueline Blank Professor of Gifted Education, University of Iowa, *Affective Needs of Gifted and Talented Students*
2. **Dr. Donald J. Treffinger,** Director and CEO, Center for Creative Learning, Inc., Sarasota, FL, *Creativity and Creative Problem Solving*
3. **Dr. Bertie Kingore,** Shelton Professor and Chair, Elementary and Secondary Education, Hardin-Simmons University, *Modifying Curriculum for Gifted in Grades K-6.* Concentration will be in the four core academic areas.
4. **Dr. Dorothy Sisk,** Conn Chair in Gifted Education, Lamar University, *Identifying Leadership in Gifted and Talented Students*
5. Successful Program Options in the Four Core Academic Areas: Multiple sessions will feature vertical teaming by master teachers and administrators at elementary, middle and high school levels, identification procedures, differentiated instructional strategies, and assessment.
6. Advanced Placement/International Baccalaureate Programs: Modifying AP and IB Courses for Gifted and Talented Students. Session presented by AP and IB trained and experienced teachers.

Thursday, November 20

8:00 a.m. - 6:00 p.m. Registration Continues, *Austin Convention Center*
8:30 a.m. - 5:15 p.m. Concurrent Breakout Sessions, *Austin Convention Center and Hyatt Regency*
7:30 a.m .- 8:30 a.m. Conference Orientation Session for Parents, *Austin Convention Center*
8:30 a.m. - 6:00 p.m. Exhibits Open, *Austin Convention Center*

7:30 a.m. - 9:00 a.m. RESEARCH AND DEVELOPMENT DIVISION BREAKFAST AND PROGRAM
Keynote by **Dr. Donald J. Treffinger,** Center for Creative Learning, Inc., *Emerging Trends and Future Opportunities and Challenges for the Field of Gifted Education*
• FEATURED SESSIONS: **Judy Galbraith,** M.A., Co-author with **Dr. James Delisle,** Gifted Kids' Survival Guide: A Teen Handbook, 1996. Session entitled, *Growing Up Gifted: Issues, Concerns, and the Importance of Self Esteem* ; **Dr. Nancy Johnson,** Pieces of Learning, Beavercreek OH, *Developing Visual Learning Skills*

10:15 a.m. - 11:45 a.m. FIRST GENERAL SESSION
Keynote by **Jack Valenti,** President and CEO, Motion Picture Association of America, *The Creative Process and Creatively Gifted Individuals* (invited)

12:15 p.m. - 1:45 p.m. MEMBERSHIP LUNCHEON AND AWARDS CEREMONY
Keynote by **Dr. Nicholas Colangelo,** University of Iowa

2:15 p.m. - 5:15 p.m. • FEATURED SESSION: **Dr. Donald J. Treffinger,** Center for Creative Learning, Inc., *Alternative Assessment and Productive Thinking*

3:30 p.m. - 4:00 p.m. EXHIBIT BREAK AND PUBLISHER-HOSTED BOOK SIGNINGS BY FEATURED SPEAKERS/AUTHORS

5:45 p.m - 7:45 p.m. Creativity Potpourri *(admittance by ticket only)*

NOTE: The TAGT Annual Parent Conference is held in conjunction with the Annual Professional Development Conference. Parent-focused sessions and activities begin Friday and continue through Saturday, concurrent with educator-focused sessions.

Presenters' Lounge and Parent Networking Suite will be open from 8:00 a.m. to 4:00 p.m., Thursday and Friday and from 8:00 a.m. to noon on Saturday at the *Austin Convention Center*

Friday, November 21

8:00 a.m. - 5:00 p.m. Registration Continues, *Austin Convention Center*
8:30 a.m. - 5:45 p.m. Concurrent Breakout Sessions, *Austin Convention Center and Hyatt Regency*
7:30 a.m. - 8:30 a.m. Conference Orientation Session for Parents, *Austin Convention Center*
8:30 a.m. - 5:00 p.m. Exhibits Open, *Austin Convention Center*

7:30 a.m. - 9:30 a.m. G/T COORDINATORS ANNUAL BREAKFAST AND PROGRAM
Keynote by **Dr. James Gallagher,** Professor and Director, Statewide Technical Assistance for Gifted Education (STAGE), University of North Carolina, Chapel Hill

10:15 a.m. - 11:45 a.m. SECOND GENERAL SESSION
Keynote by **Dr. Robert Sternberg,** Professor of Psychology, Yale University, *Creating Wonderlands for Gifted Children*

12:15 p.m. - 1:45 p.m. ADMINISTRATORS LUNCHEON AND PROGRAM—Keynote to be confirmed

1:00 p.m. - 1:30 p.m. EXHIBIT BREAK AND PUBLISHER-HOSTED BOOK SIGNINGS BY FEATURED SPEAKERS/AUTHORS

1:00 p.m. - 5:45 p.m.
- FEATURED SESSIONS: **Judy Galbraith,** M.A., *Perfectionism: What's Bad About Being Too Good* (highly recommended for parents); **Dr. James Gallagher,** *Policy Issues in Gifted Education;* **Dr. Nancy Johnson,** *Thinking Skills and Questioning Strategies;* **Dr. Linda Silverman,** Gifted Development Center/Institute for the Study of Advanced Development, *Through the Lens of Giftedness;* **Dr. Carolyn Coil,** *Motivating Gifted Underachievers;* **Dr. Joan Smutny,** Director, Center for Gifted, National-Louis University, *Identifying the Artistically and Creatively Gifted Primary Student*

2:45 p.m. - 5:45 p.m. PAST PRESIDENTS' COLLOQUIUM - *GIFTEDNESS: THROUGH THE LOOKING GLASS*, Twenty Years of Gifted Education in Texas and New Directions from the Perspective of TAGT Past Presidents, 1978 - 1996.

7:00 p.m. - 8:30 p.m. Parent Reception Honoring Presidents of TAGT Parent/Community Affiliates

7:15 p.m. - 9:00 p.m. An Evening with **Brad Newton and KIDPROV,** Interactive Session Developed On Characters from *Alice Through the Looking Glass.*

Saturday, November 22

8:00 a.m. - 10:00 a.m. Registration Continues, *Austin Convention Center*
7:30 a.m. - 8:30 a.m. Conference Orientation Session for Parents, *Austin Convention Center*

8:30 a.m. - 11:30 a.m. Concurrent Breakout Sessions, *Austin Convention Center*
- FEATURED SESSIONS: **Dr. Nancy Johnson,** *School-to-Work*
for Gifted Students; **Dr. Donald J. Treffinger,** *Creativity and Problem Solving: A Model for Teaching and Learning;* **Nancy Polette,** M.A., *Research Without Copying;* **Dr. Linda Silverman,** *Why Do We Need Gifted Education?;* **Dr. Joan Smutny,** *Serving the Artistically and Creatively Gifted in the Regular Classroom*

12:00 p.m. - 1:30 p.m. PARENT LUNCHEON AND PROGRAM
Keynote by **Dr. Linda Silverman,** *Universal Experience of Being Out of Sync*

2:00 p.m. - 3:15 p.m. Concurrent Breakout Sessions, *Austin Convention Center*
- OTHER FEATURED SESSIONS: **Nancy Polette,** M.A., *Literature in the Early Childhood Gifted Program;* **Sally Thomson** and **Dodie Merritt,** *Primary Education Thinking Skills (P.E.T.S.);* **Dr. Carolyn Coil,** *Teaching Tools for the 21st Century*

TAGT's 20th Anniversary-Year Conference will Showcase a Selection of Speakers on Thursday and Friday from the ***Texas Council for the Humanities: Explorations '97* Series***

- ***A Chautauqua Experience: An Evening with Senator Sam Houston,*** Felix D. Almaraz, Jr., Professor of History, University of Texas at San Antonio
- ***Art and Revolution in Mexico: Diego Rivera and the Mexican Muralists,*** Victoria H. Cummins, Professor of History, Austin College
- ***Love and Death in Anglo-Mexican Relations in the Southwest,*** Jose E. Limon, Professor of English and Anthropology, University of Texas at Austin
- ***Still Climbing: African-American Progress in Texas,*** Lorenzo Thomas, One of Texas' Leading Poets and Professor of English, University of Houston
- ***In Search of Elvis and Other Things Still Living,*** R. Hal Williams, Professor of History, Southern Methodist University

*Highly recommended for secondary teachers.

BEST COPY AVAILABLE

CALL FOR NOMINATIONS

TAGT Executive Board

TAGT will hold elections this summer for President-Elect, First Vice President, and Third Vice President. We will also elect Regional Directors from the ten odd-numbered regions (1-19). Any TAGT member who has served at least one year on the Executive Board or as an appointed member of a standing committee may be nominated as an Officer. Any current member may be nominated as a Regional Director. If you would like to be considered for nomination, complete the form below and submit it by **May 1, 1997**. The Elections Committee will meet May 2. If you like, you may attach a brief resume or vita (not to exceed two typewritten pages).

Name: _____

Preferred Mailing Address: _____ **City:** _____ **ZIP:** _____
Street/P. O. Box No.

Telephone: ( ) _____ **Fax:** ( ) _____

Position for which you would like to be considered: _____

Previous and/or current TAGT service (if applicable):

Standing Committee: _____
Name of Committee — Dates of Service

Regional Director: _____
Region Number — Dates of Service

Officer Position: _____
Title of Office — Dates of Service

Current Job Title (Include district/campus, university, business, parent, etc.): _____

Formal education:

Degree(s)	Special Certifications or Endorsements	Credentialing Institutions

TAGT members will receive biographical information about each candidate. Please list five activities, jobs, offices, etc. (professional or volunteer) that you believe will be most helpful to you in carrying out the obligations of the office for which you want to be considered:

_____

_____

_____

_____

_____

Provide a statement of 50 words or less indicating what you hope to accomplish during your tenure in office. You might wish to include your vision of TAGT, as well as what image you think the Association should project. Your statement, or a portion of it, will appear on the TAGT Elections Ballot:

_____

_____

_____

_____

_____

Please attach a black and white photograph of yourself, preferably wallet-sized.

Return completed form with all attachments to: TAGT Elections Chair, 406 East 11th Street, Suite 310, Austin, Texas 78701-2617, (512) 499-8248

To be considered by the TAGT Elections Committee for nomination, this form and all attachments must be received in the TAGT office no later than **May 1, 1997**.

Texas Association for the Gifted and Talented 20th Anniversary-Year Annual Conference
Austin Convention Center and Hyatt Regency Hotel • November 19-22, 1997

1997 Annual Conference Early Bird Registration Form

Giftedness: Through the Looking Glass

Copy and complete this form for each person registering. TAGT will confirm registrations received by ***November 10,1997.*** ***A $15.00 late fee applies if paid after this date.*** *Confirmations for registrations received after this date must be picked up at the registration counter.* ***REFUNDS*** *must be requested in writing to TAGT no later than* ***November 14, 1997****. Those received after this date will* ***not*** *be considered.* ***ALL CANCELLATIONS*** *will be charged a $20 processing fee.*

EARLY BIRD REGISTRATION DEADLINE *is* ***JULY 31, 1997.***

Name _____ Telephone ____ /_____
First Middle Initial Last Home ( ) or Work ( )

Address _____
Registration confirmations will be mailed to this address.

City _____ State_____ ZIP _____

School District /Business Name _____ Campus_____ ESC Region_____

PLEASE CHECK ALL THAT APPLY:
❑ Teacher ❑ Administrator ❑ Parent ❑ School Board Member ❑ University ❑ Other _____

IF TEACHER IS CHECKED ABOVE, PLEASE SPECIFY:
❑ Elementary ❑ Middle School ❑ High School ❑ University ❑ Other _____

Check (✔) Parts I-III below to register as a TAGT Member or Non-member. **NOTE: If you are not a current member but are including your membership dues along with your registration, you may attend the conference at the member rate.**

	Member	Non-Member
I. PRECONFERENCE WORKSHOPS (Wednesday, November 19)	___$ 45	___$ 60

CHECK (✔) ONLY ONE. All Preconference Workshops run concurrently from 9 AM to 4 PM.

❑ "Affective Needs of Gifted and Talented Students"—**Dr. Nicholas Colangelo,** Myron and Jacqueline Blank Professor of Gifted Education, University of Iowa

❑ "Creativity and Creative Problem Solving"— **Dr. Donald J. Treffinger**, Director and CEO, Center for Creative Learning, Inc., Sarasota, FL

❑ "Modifying Curriculum for Gifted in Grades K-6"—**Dr. Bertie Kingore,** Shelton Professor and Chair, Elementary and Secondary Education, Hardin-Simmons University. Concentration will be in the four core academic areas.

❑ "Identifying Leadership in Gifted and Talented Students"—**Dr. Dorothy Sisk,** Conn Chair in Gifted Education, Lamar University

❑ "Successful Program Options in the Four Core Academic Areas"—Multiple sessions will feature vertical teaming by master teachers and administrators at middle and high school levels.

❑ "Advanced Placement/International Baccalaureate Programs: Modifying AP and IB Courses for Gifted and Talented Students" Session presented by AP and IB trained and experienced teachers.

SPECIAL EARLY BIRD REGISTRATION RATES: MUST BE RECEIVED BY JULY 31, 1997	Regular Member	Early Bird	Non-Member	Early Bird
II. REGULAR CONFERENCE PACKAGE (THURSDAY - SATURDAY, NOVEMBER 20-22)	~~$ 100~~	___$ 85	~~$125~~	___$110
TWO-DAY CONFERENCE PACKAGE (FRIDAY, NOVEMBER 21/SATURDAY, NOVEMBER 22)	~~$ 70~~	___$ 60	~~$ 85~~	___$ 75
ONE-DAY ONLY CONFERENCE PACKAGE FOR PARENTS (SATURDAY, NOVEMBER 22)	~~$ 40~~	___$ 30	~~$ 55~~	___$ 45
III. SPECIAL GROUP RATES				
• 10 or more registrations from one school district	~~$ 90~~	___$ 80	~~$115~~	___$105
• 5 or more registrations from a TAGT parent affiliate support group	~~$ 90~~	___$ 80	~~$115~~	___$105
• 4 or more teacher registrations from a campus with a new or renewed institutional membership earns a special rate and a **free** registration for the principal or assistant principal.	~~$ 90~~	___$ 80	~~$115~~	___$105

Please Note: Group registrations MUST be submitted TOGETHER to receive the special rate.

IV. SPECIAL EVENTS FEES (INDICATE YOUR CHOICES WITH A *(✔)*. THESE EVENTS ARE OPEN TO ALL REGISTRANTS.

- Research and Development Division Breakfast, **Dr. Donald J. Treffinger,** Center for Creative Learning, Inc., "Emerging Trends and Future Opportunities and Challenges for the Field of Gifted Education" (Thursday, November 20, 7:30 to 9:00 AM) ____$ 15
- Membership Luncheon and Program, **Dr. Nicholas Colangelo,** University of Iowa—"Affective Needs of the Gifted" (Thursday, November 20, 12:15 to 1:45 PM) ____$ 14
- G/T Coordinators Division Breakfast, **Dr. James Gallagher,** Professor and Director, Statewide Technical Assistance for Gifted Education (STAGE), University of North Carolina, Chapel Hill (Friday, November 21, 7:30 to 9:30 AM) ____$ 15
- Administrators Luncheon and Program, Keynote to be confirmed (Friday, November 21, 12:15 to 1:45 PM) ____$ 17
- Parent Luncheon and Program, **Dr. Linda Silverman,** Gifted Development Center, Institute for the Study of Advanced Development, "Universal Experience of Being Out of Sync" (Saturday, November 22, 12:00 to 1:30 PM) ____$12

V. TAGT MEMBERSHIP DUES * (Indicate total from the back of this form and enclose membership application) $_____

VI. TAGT PUBLICATIONS *(If ordering, indicate total from the back of this form and enclose publications order) $_____

TOTAL ENCLOSED: $_____

Send check or purchase order to: TAGT, RB #0471, P.O. BOX 149187, AUSTIN, TX 78789-0471
Registration cannot be processed without full payment.
For proper credit, indicate the number of your check or purchase order: Personal Check#_____ P.O. #_____ Business Check#_____

EARLY BIRD REGISTRATION

TAGT Publications Order Form*

If ordered concurrently with conference registration, attendee may pick up these publications at the TAGT Advocacy Booth during regular conference hours—Thursday through Saturday at noon. A confirmation letter is required to pick up materials ordered.

Indicate your selections and the number of items you wish to order and note the total amount enclosed in the space provided.

Curriculum Guide for the Education of Gifted High School Students ..... ____$15
Raising Champions: A Parents' Guide for Nurturing Their Gifted Children, Revised 1997 ..... ____$12
University Programs in Gifted Education in the State of Texas ..... ____$ 5
The Need DEFINED: Gifted Education in Texas (Video) ..... ____$12
National Excellence: A Case for Developing America's Talent ..... ____$ 3
Prisoners of Time: Report of the National Education Commission on Time and Learning ..... ____$ 3
Identification of Gifted/Talented Students in Texas (Monograph), Revised 1997 ..... ____$10

PUBLICATIONS TOTAL ENCLOSED: $_____

(If ordering publications transfer this total to the front of the form)

Texas Association for the Gifted and Talented Membership Application *

Member Name(s): _____ Telephone (H): _____ (W): _____

Mailing Address _____ City _____ State _____ ZIP _____

School District & Campus Name-Business Affiliation _____ ESC Region _____

Electronic Address (i.e., Tenet, Internet) if applicable _____

PLEASE CHECK ONE: ❑ Teacher ❑ Administrator ❑ Parent ❑ School Board Member ❑ Other _____

Individual ..... $25 ( ) Family ..... $25 ( ) *Student ..... $15 ( ) * *Must include verifiable campus, district, and grade.*

Patron ..... $100 ( ) **Institutional .. $100 ( ) Lifetime ..... $400 ( ) Parent Affiliate $45 ( )

*** Institutional members receive all the benefits of regular membership, plus may send four representatives to all TAGT conferences at the member rate, regardless of individual membership status.*

In addition to your regular Membership, you are invited to join a TAGT Division for an *additional* fee.

Choose either or both: G/T Coordinators ..... $10 ( ) Research & Development ..... $10 ( )

Membership Services

• *Tempo* quarterly journal and newsletter • *Insights* Annual Directory of Scholarships & Awards • *TAGT Capitol Newsletter* – monthly update during Legislative Session • Professional development workshops with inservice credit • General Management/Leadership Training • School Board Member Training • Parent services and information • Legislative representation & networking • Reduced registration fees for conferences and regional workshops

MEMBERSHIP DUES ENCLOSED: $_____

(If paying membership dues transfer this total to the front of the form)

88

1997 Conference Planning Committee Meeting Report

The first meeting of the 1997 TAGT Annual Conference Planning Committee was held Sunday, February 23, 1997, in the State room at the Capitol Marriott Hotel in Austin from 2:00 until 5:00 p.m. The following members of the committee were present: Wayne Craigen, Dr. Rebecca Rendon, Rosalind Williams, Ann Wink, Colleen Elam, Connie McLendon, and Andi Case.

In preparation for planning the 1997 conference, the committee critiqued the 1996 conference in Austin. Connie McLendon presented the financial and attendance report. Wayne Craigen, who compiled the results, lead a discussion of the evaluation of the 1996 conference. Colleen Elam gave a report on the parent strand and recommended changes. While the overall rating of last year's conference was high, ways to improve the 1997 event were outlined.

Andi Case gave an overview of the 1997 theme, "Giftedness: Through the Looking Glass." While this year's twentieth anniversary conference will reflect on where gifted education in Texas has been, the major thrust will be on what it will become. This year's sessions will focus on ways to meet the standards prescribed in the new TEA state plan for the education of the gifted. The remaining portion of the meeting was spend on consideration of appropriate featured speakers to meet this goal. The TAGT office staff will immediately begin to negotiate with the speakers suggested for the preconference institutes and the general sessions.

Andi Case announced that the next meeting of the Conference Committee will be held in conjunction with the TAGT Coordinators Conference and the TAGT Executive Board Meeting in April. Prior to that time Ann Wink, Connie McLendon, and Andi Case will meet to coordinate plans for the local arrangements committee and to outline special duties for all conference volunteers. Conference committee members will work with TAGT board members to review and evaluate all proposals submitted by the April 1 deadline.

Scholarship Readers' Committee Meeting

The annual TAGT Scholarship Readers' Committee meeing was held on Friday, March 7, 1997 in the Administration Building at Hurst-Euless-Bedford ISD. Thirty-two committee members carefully read and evaluated over 300 TAGT summer scholarship applications. The readers' committee was composed of parents, teachers, counselors, and administrators who live in the Dallas-Ft. Worth area.

Karen Fitzgerald, TAGT's secretary/treasurer, opened the meeting with a thorough training session which explained how we holistically score all scholarship applications. Committee members worked in groups of three to individually read and evaluate the summer scholarship applications of students who reside outside of the readers' own region of Texas.

TAGT office staff members Trey Watters and Ruben Hernandez worked long hours before the meeting entering the names and addresses of applicants, the programs they wanted to attend, and arranging the scholarship applications by regions. Trey, who attended the Scholarship Committee meeting at HEB ISD, provided scoring sheets for committee members and double-checked total scores of each applicant. Members of the committee commented on how easy it was for them to accomplish their tasks when TAGT staff had all of the scholarship applications so well organized.

TAGT provided lunch for the scholarship readers' committee at 11:30 a.m., and members of the Finance Committee and Connie McLendon, TAGT's executive director, joined them. All scholarship applications were read and scored by 3:00 p.m. Student winners will receive notification letters from TAGT around April 15. Students who did not win summer scholarships this year will receive an encouraging postcard. Hopefully, they will apply again next year. Check your summer issue of *Tempo* for a complete list of TAGT summer scholarship winners.

Mrs. Fitzgerald concluded the meeting with a thank you to the people who served on the committee this year. Their dedication and professionalism made this day a very enjoyable one. All members of the committee hope that you will encourage students in your region to apply for TAGT summer scholarships when the applications are mailed next January in our *Insights '98* publication. Because of this committee's dedication, gifted students across Texas will have opportunities for summer learning which TAGT could help make possible.

Minutes from the Education and Training Committee

The Education and Training Committee met on Monday, Feb. 17, in Dallas on the campus of SMU. Those present were: Benny Hickerson, Kathy Hargrove, Terry Brandt, and Suzy Hagar. Members Donna Linn and ex-officio members Susan Johnsen and Connie McLendon were unable to attend due to prior commitments or emergency conflicts. Our agenda included introductions of new members and orientation to the purpose, goals, and responsibilities of this committee, as well as discussion of TAGT's position on professional development and the process of review and approval of applications for Levels I and II certificates. It was agreed that Level II Certificates will be automatically awarded to those who have completed the GT Endorsement or a graduate degree in gifted education and who submit an application accompanied by a copy of the endorsement or transcript. TAGT office will be requested to develop a Level II Certificate for this purpose. The committee agreed that many professionals in the state may immediately apply for this level on this basis, once this is publicized.

We made further refinements to the format revisions of the application forms for Level I Professional Development activities and for Individual Application for the Awareness Certificate. Plans for dissemination of those forms are through *Tempo*, through presentation to the Coordinators Division Conference in April, and in the annual Conference Program.

The committee reviewed and discussed several pending applications and made decisions on their status. All were approved after review and discussion. These will be forwarded to TAGT for notification and/or certificates to be awarded.

Accountability standards for the work of the committee were discussed. It was the consensus of the committee that clarification and simplification of application process, along with information and publicity about TAGT's Professional Development certificates, should result in an increase in applications for approval for AC professional development and awarding of certificates for both Levels I and II. However, it is also expected that many of the certificates will not be awarded until after the conference in November, for training initiated during this year and perhaps completed during the annual conference. Therefore, accountability for this committee will be determined not only by numbers of certificates awarded or professional development activities offered for AC credit during this year, but also by the increase in interest expressed through applications received and the level of efficiency of the flow of operations through this committee. A timeline was suggested for applications to be submitted for approval no later than two months (60 days) prior to the planned professional development activity.

The next meeting of this committee will take place during the November conference in Austin, as it was the unanimous feeling of the committee that most of our work could and would be accomplished in the meantime through phone, fax, or mail.

Award to Teachers for Environmental Excellence

To recognize educators who have shown special skill in encouraging a better understanding of the complex relationship between a clean environment and a healthy economy, Union Camp Corporation and The Conservation Fund have joined together to establish the Gene Cartledge Award for Excellence in Environmental Education.

Californian Gary Nakamura, recipient of the 1997 award, developed programs that introduced fifth- and sixth-grade students to the state's redwood forests. He went on to train teachers through a series of continuing hands-on workshops. Mr. Nakamura's innovative and successful programs foster a better understanding of the intricate balance required in the management of our nation's natural resources.

Who is Eligible?

An elementary or secondary school educator or university faculty or staff member, who has developed an innovative approach to environmental education that:

- Results in significantly improved comprehension of environmental issues.
- Fosters understanding of the linkage between environmental protection and economic growth.
- Demonstrates leadership.
- Inspires achievement.

If you are interested in nominating a candidate, you may write to the following address to request more information:

The Gene Cartledge Award for Excellence in Environmental Education
c/o The Conservation Fund
1800 North Kent Street
Suite 1120
Arlington, VA 22209

The Ecology and Wildlife of Hawaii and Oahu Islands

Join wildlife and nature authors Bill Love and Tom Vermersch (from Florida and Texas) and zoo staff from the Honolulu Zoo as they take gifted students on a breathtaking nature adventure to one of the most spectacular places on earth, Hawaii. The Hawaiian Islands represent the northernmost extent of Polynesia, which means "many islands". Hawaii itself is the most isolated archipelago in the world, over 3200 kilometers from the nearest major land area.

The program will start at the Hawaii Volcanoes National Park to study volcanic lava flows and island geology. The ecology study will start at Namakani Paio and the Kipuka Puaulu bird park and take the students to the Kaimu black sand beach. They will visit Akaka Falls State Park and other sites on the Big Island. As the students travel to Oahu they will be joined by members of the Honolulu Zoo staff to study and classify rain forest plants and animals and examine introduced exotic species to the islands. Marine life will be covered at Rainbow Reef, Shark's Cove, and Waikiki Aquarium. This special Ecotour will explore other natural wonders of Hawaii.

The program runs from June 26 through July 3, 1997. A maximum of 13 students ages 11-16 will be accepted. The total fee including air fare leaving Dallas, Texas is $1,495.00. For further information, call Tom Vermersch at 210-337-3743, fax requests to 210-337-5191, or write to Living Jungle Science Programs, 3130 Waurika, San Antonio, Texas 78223.

March 1997

26-27 "Choosing Practices of Excellence and Equity for Students with Gifts and Talents: Research-Based Decision-Making" and "Becoming a Good Consumer of Research: It's Not Boring and You Can Do It!" Gifted Students Institute, Southern Methodist University, Dallas, TX . Presenter: Dr. Karen Rogers, University of Saint Thomas. Contact: 214/768-5437.

April 1997

17-18 TAGT Coordinator's Conference. Radisson Hotel on Town Lake, Austin.

18-19 TAGT Board Meeting. Radisson Hotel on Town Lake, Austin. Contact TAGT for more information: 512/499-8248.

May 1997

22-23 TAGT Board Meeting. Contact TAGT for details: 512/499-8248.

July 1997

9 TAGT Editorial Board Meeting - TAGT Headquarters, Austin. 10:00 a.m. to 3:30 p.m. Contact Michael Sayler, Editor 817/565-4699.

August 1997

7-8 "The Gifted Child in the Regular Classroom." Regal Harvest House, Boulder, CO. Contact: Joan Franklin Smutny, 847/256-1220.

November 1997

19-22 TAGT Annual Conference. Austin Convention Center. Contact TAGT for details: 512/499-8248.

20 TAGT Editorial Board Meeting. Contact Michael Sayler, Editor 817/565-4699.

Summer Workshops at Texas A&M - Galveston

Texas A&M offers a unique program of Summer Workshops for teachers, counselors, parents, and administrators at the A&M Galveston Campus for earning inservice credits and college credit toward Gifted Endorsement. The program is called ICE (Innovation and Creativity in Education) and will include four one-week sessions, each week having two topics to choose from:

WEEK ONE: July 7-11, 1997

A. "Creative Thinking Strategies" with Joyce Juntune
B. "Optimal Learning Model" with Charlotte LeHecka

WEEK TWO: July 14-18, 1997

A. "Nature and Needs of the Gifted and Talented" (all grades) with Joyce Juntune
B. "Advanced Creative Learning" with Karen Royer

WEEK THREE: July 21-25, 1997

A. "Social and Emotional Development of the Gifted and Talented" with Mary Seay
B. "Curriculum Planning and Educational Programming for the Gifted and Talented" with Joyce Juntune

WEEK FOUR: July 28-August 1, 1997

A. "An overview of Gifted and Talented Education for the Regular Classroom Teacher" with Joyce Juntune
B. "Authentic Assessment Portfolios and Multiple Intelligences" with Jan Hughey

Participants will receive two hours of graduate extension credit for each one-week workshop. Graduate students at Texas A&M can use up to 12 hours of extension credits on graduate degree programs; some of the courses may be used for the gifted/talented endorsement in Texas, through Texas A&M University. Participants do not need to be enrolled in the graduate school to receive extension credits.

Dormitory residence is available for five nights. Numerous motels, hotels, condominiums, and beach homes are available in Galveston for commuters (call 1-800-351-4236 in state or 1-800-351-4237 out of state for a visitor information packet).

Interested individuals should call 409-845-1802 and request a brochure and information from the Gifted and Talented Institute, Texas A&M University, College Station, Texas 77843-4225.

WRITE FOR UPCOMING ISSUES OF *TEMPO*

Fall 1997

GIFTEDNESS: THROUGH THE LOOKING GLASS

The Fall *Tempo* features articles related to the upcoming Conference. This theme encourages us to look to the history of gifted education in Texas and in each of our own schools. It also suggests new and exciting experiences for gifted education in the future. *Tempo* seeks articles related to either area. Additionally, individuals who are presenting at the conference are encouraged to submit articles related to their conference presentation.

The deadline for submission of articles is **June 1, 1997**. This allows us time to review the manuscripts submitted and to help authors polish them for publication.

Winter 1997

ACCELERATION AND GROUPING

In the Winter 1998 issue of *Tempo* we will revisit grouping and acceleration. The new Texas guidelines and interest of parents and schools make this a timely topic. *Tempo* seeks articles that provide "nuts and bolts" strategies and arrangements for making grouping and acceleration work in a school. What have you done to overcome the resistance of others? How have you integrated grouping and acceleration in the middle school movement, cooperative learning, and other educational movements? What do you do to facilitate articulation across grades and courses when you accelerate students or group them in high ability classes?

The deadline for submission of articles is **September 1, 1997**.

Guidelines for Article Submissions

***Tempo* needs your manuscripts. We can only print what we receive. Other schools and parents should hear the about the good things you or your schools have done. We are not harsh critics, but work with all of our authors to develop and polish their manuscripts.**

When submitting manuscripts:

1. Write about 1000-2500 words on an upcoming issue theme (see list above).
2. Double space your manuscript and use 1 1/2 inch margins on all sides.
3. Use APA style if you know it; if not we will help you once we receive your manuscript.
4. Include a cover sheet with your name, address, daytime telephone and FAX number or E-mail address if available.
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Member, National Association for Gifted Children (NAGC)

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REGULAR FEATURES

From The President
Susan Johnsen 2

Executive Director's Update
Connie McLendon 3

THEME SECTION

Gifted Gazetteers: Advertising & Journalism 7
Terry Dotherow & Diana Brigham

Organized Sports and a BD Gifted Child 7
Tandra Tyler-Wood & Sheila Abraham

Gifted Underachievers in Secondary Schools 11
Stacy Sullivan & Beth Fouse

Community Service: Learning to Serve 14
Diana Brigham & Terry Dotherow

Computers Changing Education in Texas 15
Sherri Brunder

Knowing Timmy: A Great Experience 16
Kay L. Dowling

SPREADSHEET FEATURES

In Memory of Laura Ross Allard 18
Texas SBOE Resolution on Laura Allard 19
1997 TAGT Annual Conference Overview 20
Registration Instructions and Information 22
1997 Annual Conference Registration Form 24
TAGT Publications and Membership Forms 25
TAGT Conference Field Trip/Excursion Form 26
TAGT Official Housing Request Form 27
TAGT Official Conference Hotel List & Map 28
Creativity Potpourri: Call for Presenters 29
1997 TAGT Regional Award Winners 30
1997 TAGT State Award Winners 31
Symposium on Advanced-Level Curriculum 32
TAGT Task Force and Committee Reports 34
Calender 36
Call For Articles 37

GIFTEDNESS:
THROUGH THE LOOKING GLASS

Dear Colleague:

It is my pleasure to cordially invite you to attend the Twentieth Annual Professional Development Conference of the Texas Association for the Gifted and Talented, which will take place November 19-22, 1997, at the Austin Convention Center in Austin, Texas. "Giftedness: Through the Looking Glass" is the theme for this year's conference.

Many of this year's sessions will focus on how we, as teachers and parents, can help to meet the new Texas State Plan for the Education of Gifted/Talented Students' challenge to offer curriculum options in all areas of giftedness. In addition, the conference will offer participants numerous sessions on the five Core Areas — Nature and Needs, Identification and Assessment, Social and Emotional Needs, Creativity and Instructional Strategies, and Differentiated Curriculum — which were developed by a Texas panel of professionals and advocates in the field of Gifted education including teachers, administrators, state and regional consultants, university faculty, and parents.

TAGT also wants to help ensure that conference participants are able to receive the state-mandated training that is required of teachers by the State Board of Education and the Texas Education Agency. Specific sessions will be coded "AC." These presentations will address the five areas included in the state required training and TAGT's 45-hour Awareness Certificate.

Your participation continues to be important to the growth of a strong organization advocating for gifted and talented programs. Your continued support of professional development, encouragement of community involvement, and your attention to current research in the field enables us to continue to work toward developing the promises of Texas' gifted and talented children and youth. So once again, let me invite you to join us at the 1997 conference so that you can discover all the beautiful things in the Looking-Glass House of Gifted Education.

Sincerely,

Andi Case

Andi Case
Chair, 1997 Conference Committee
First Vice President, TAGT

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FROM THE PRESIDENT

Susan Johnsen

Through the Looking Glass: Panacea or Promise?

TAGT celebrates its 20th-anniversary year during our annual conference in November. Its birth began with a small group of advocates for gifted education. This early effort has grown to over 6000 members today. During that time, optional programs became mandated programs, and teachers with no background in gifted education began attending professional development activities in specific areas. TAGT assumed a major role in encouraging and maintaining the laws and rules that govern gifted education in the state of Texas. On behalf of the Board, I want to personally thank Laura Allard and Connie McLendon, Executive Directors, past and present of TAGT, as well as Ann Shaw, Evelyn Hiatt, and Jeanette Covington, past and present specialists in gifted education at the Texas Education Agency, who have dedicated many hours of their lives in reviewing laws, writing state program guidelines, and otherwise setting the stage for gifted programs.

However, as we all know, laws, rules, and guidelines primarily help in initiating programs; they do not ensure quality. Gifted education often takes a back seat in districts who are overwhelmed by TAAS results or the number of programs that must be implemented to meet even minimum state compliance standards. In these cases, schools may look for hucksters wearing gifted clothing who sell their wares as a panacea for improving all children's performance. They cry, "What's good for gifted children is good for all children!"

We have seen these panaceas come and go: programs for teaching generic thinking skills and progressing through a continuous sequence of skills. Which current ones will disappear or reappear in the next decade? Will it be multiage classrooms? Block scheduling? Interdisciplinary thematic units? Highly touted panaceas often seem to fade into obscurity as new ones appear. Tired teachers wilt at the thought of implementing yet another new program. Why does this occur in education? How might we as professionals *select and maintain those parts of panaceas that show promise* ?

(See JOHNSEN, on page 4)

Tempo

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FALL 1997

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Connie McLendon

FOLLOW-UP ON THE 75TH LEGISLATIVE SESSION

On September 1, nearly 1,000 bills passed in the 75th Session of the Texas Legislature became law. Since the 1997 session ended, state agencies, local school districts, and others impacted by the new laws have focused their attention on how to implement them.

I cannot recall a time during my eight-year tenure as executive director of the association when TAGT was more active in the political process than during the past legislative session. Our goal to engage in more proactive measures aimed at increasing gifted education funding for improved services for G/T students, regrettably, went by the wayside as we were forced to launch an all-out effort to maintain funds for current programs. TAGT leaders and members from all parts of the state did a commendable job in ensuring that programs and funds for gifted and talented students were protected by rallying repeatedly to threats--real or rumored--to G/T funding.

As the session came to an end, observers and players alike agreed that legislators had at best produced only mixed results, while leaving some of the state's most pressing issues unresolved. Even so, there were a number of legislators who distinguished themselves in the 75th session. The issue which dominated the session was the failed property tax reform effort strongly promoted by Governor George W. Bush and taken up by the eleven-member House Select Committee on Revenue and Public Education made up of 6 Democrats and 5 Republicans. These members were Representatives Paul Sadler, Chair; Paul Hilbert, Vice Chair; Kim Brimer, Warren Chisum, Tom Craddick, Christine Hernandez, Scott Hochberg, Rob Junell, Mark Stiles, Ric Williamson, and Ron Wilson. This stellar panel worked (almost literally) around the clock trying to find ways to reform Texas' outdated, problematic tax code. The biggest problem for public education is that the state's share of education spending is about 45 percent of all school funds. This causes undue pressure on local property taxes to fund schools. Chairman Paul Sadler and his committee strove to find ways to reverse this figure by increasing the state's share of education costs. The bipartisan committee unanimously approved a plan that would cut local property taxes, create a statewide tax on business property, and expand the state's franchise tax to service industries. The full House passed the bill proposed by the Select Committee. The Senate, however, demurred and a House-Senate tax reform compromise eventually failed. The Governor and lawmakers settled for a modest $1 million tax cut.

Nonetheless, the Select Committee had a tremendous impact on the 75th Legislative Session. TAGT, along with other members of the education community, owe a debt of gratitude to members of the Select Committee, with a special thank you owed the following Representatives for their willingness to listen to and act upon the concerns expressed by our membership throughout the session. These are Representatives Paul Sadler-D, Henderson; Mark Stiles-D, Beaumont; Scott Hochberg-D, Houston; Ric Williamson-R, Weatherford; and Rob Junell-D, San Angelo. On the Senate side we should acknowledge the support of Senators Ken Armbrister-D, Victoria; Royce West-D, Dallas; Judith Zaffirini-D, Laredo; and Eliot Shapleigh-D, El Paso.

Special kudos go to Chairman of the House Appropriations Committee, Representative Rob Junell-D, San Angelo, who stalled the plan to pitch the Texas Lottery as benefiting Texas school children. It is noteworthy when a legislator who recognizes a red herring for what it really is has the courage of his convictions to call the diversion to the public's attention. Junell, in front page news, said, "dedicating lottery money [to public schools] didn't mean one nickel more for public education."

The All-Important Interim

A widely-held and potentially dangerous myth is that the Texas Legislature only meets every other

(See McLENDON, on page 4)

JOHNSEN, from page 2

Researchers have provided explanations. Alexander and Knight (1993) stressed that we as educators tend to select changes that address more superficial rather than fundamental problems. They provide three general categories of changes or trends: incremental, stationary, and iterative. Incremental are those changes that progress or increase over time such as use of technology, the variability among youngsters who attend school, and the amount of known knowledge. On the other hand, stationary trends are static and do not change much such as grades or graded curriculum, years in school, and general cognitive processes like problem solving. Iterative changes are cyclical, repeating themselves every decade or so such as whole group vs. individual instruction, phonics vs. whole language, discovery vs. direct instruction.

In their change scenario, problems arise when incremental changes place pressure on static conditions. For example, a common curriculum does not provide for an increasingly variable school population. Educators then attempt to solve such a problem quickly without examining its source and the effects of the solution. Why are schools moving toward inclusive settings (i.e., an iterative change)? How does this change effect grades, graded curriculums (i.e., static trends) in a technologically, global society when we are dealing with greater diversity in our students' backgrounds and knowledge bases (i.e., incremental)?

As professionals in gifted education we need to stop iterative changes by answering the hard questions. Why do we need to have gifted education? What does gifted education look like? Is gifted education good for all students? When programs for gifted students are implemented, do gifted students actually perform better? How do we measure or describe exceptional performance?

In an age of accountability, we need to reflect on these questions to continue the progress that we have made in gifted education during the past twenty years. After all, gifted education is but a small piece in a much larger educational puzzle whose picture is mainly unknown. Perhaps, if we look through the glass together with greater understanding, we may find promise in parts of the panaceas.

T

McLENDON, from page 3

year. The fact is, as some would argue, the real work of the legislature is done during the interim. Case in point, departing Lieutenant Governor Bob Bullock on August 22 created a lengthy list of interim committees to study some of the pressing problems that were left unresolved by the 75th Legislature. Two of the committees will, no doubt, impact gifted education. One is the Senate Education Committee, chaired by Teel Bivins-R, Amarillo. Senator Bivins, also Chairman of the Senate Education Committee, is joined by Greg Luna-D, San Antonio; Troy Fraser-R, Horseshoe Bay; Michael Galloway,-R, The Woodlands, Tom Haywood-R, Wichita Falls; Eliot Shapleigh-D, El Paso; Judith Zaffirini-D, Laredo.

The other committee which has the potential to significantly impact gifted education is the thirteen-member Senate Finance Committee, chaired by Senator Bill Ratliff. Lieutenant Governor Bullock has charged this committee with reviewing a variety of state public budget issues, including those dealing with education. Of special interest to the gifted education community is the charge given to the committee requiring them to review the appropriateness of current allotments, weights, and set-asides under the Foundation School Program to fund school districts. Does this sound familiar?

Each interim committee must submit a status report to the Lieutenant Governor on or before March 1, 1998. The TAGT membership must closely monitor these interim committee hearings which are to be held around the state and, when appropriate, participate in them. The TAGT office will provide the membership with a schedule of these hearings as soon as the information becomes available.

Interim committee final reports are due by October 1, 1998 so that the work of the committee can be considered when the Legislative Budget Board is developing performance and budget recommendations to the 76th Legislature. Our experience this past session tells us that we have important work to begin NOW. Stay tuned . . .

T

Gifted Gazetteers and Ballyhoo: Real Life Career Experiences in Advertising and Journalism

by Terry Dotherow and Diana Brigham
Abilene, TX

It is not unusual for children in gifted classes to write and create student publications. While this is interesting, gifted and talented children are capable of and excited about more rigorous, real world products. Sixth graders in Abilene ISD's pull out program called ALPS (Alternative Learning Program for Gifted Students), are challenged in the fields of journalism and advertising. *Production* is a unit of study in which gifted and talented sixth graders gain experience and perspectives as writing professionals and advertisers within career-related fields. They also explore several career related opportunities. Student writers see the fruit of their labors with the publication of a student-created supplement in the local newspaper. Just imagine the thrill of having authored an article or advertisement which is distributed to over 50,000 readers!

While the unit is work-intensive for both students and teachers, it is a rewarding experience. Writing for a real-world audience provides career and writing opporutnities few students receive. Teachers might ask the question, "Why should teachers of the gifted bother with this much extra time and effort?" We believe this unique Type III experience (Renzulli, 1985) is worth the rigorous process of creating a newspaper supplement.

Within the unit's two components of journalism and advertising, students are challenged in an open-ended environment and are free to exercise their literary and creative abilities as they write articles and develop advertisements for their supplement. Professional journalists, advertisers, and business managers provide opportunities for questioning and research. Assuming some of the workplace responsibilities of these professionals is the primary objective for the student participants. Students not only study journalism, but actively participate with professionals. These activities provide deeper learning than students who only superficially explore these content areas.

Our student journalists operate within the same parameters as professional journalists and advertisers. They have deadlines to meet. They must satisfy the businesses whose advertisements they design. Students must redo or modify their products as directed by thier customers. We edit student articles with editorial guidelines given to us by the newspaper professionals. The standards are high, not all articles get published. Students must check their sources for accuracy.

In one project, students study Maslow's hierarchy of needs. They then generate potential ways of fulfilling those needs. Thinking as advertizing creators, they investigate ways in which consumers perceive their needs and wants. We then use surveying and graphing skills to examine the ways advertisers perceive and portray those wants and needs. Students explore the influence of advertising on consumers' purchasing patterns.

Newspaper reporters, advertising account representatives, and advertising agencies clarify how a newspaper is created, how interviewing techniques are utilized, and how advertising agencies operate. Ultimately, students are assigned several accounts. These are businesses for which they create advertising campaigns. Our students use advertising techniques and tools such as slogans, logos, layouts, graphics, and themes. Students combine the information with the creative ideas they have to develop the advertisements. Class time is allocated for learning advertising techniques, consumerism, computer graphics, layout, and design for newspaper publication.

The journalism component requires the application of *Creative Problem Solving* (Eberle and Stanish, 1980), *SCAMPER* (Eberle, 1987) brainstorming, computer literacy, interviewing skills, and research. Ideas for articles are brainstormed, students initiate research and conduct interviews. Students prepare drafts of articles which are edited by peers and teachers. Articles are then forwarded to the local newspaper for their editing. The edited manuscripts are returned to the students for revisions. Newspaper professionals make the final decisions as to which articles will be published in the supplement.

Throughout the unit, students are challenged to consider the words of an advertizing jingle. It reminds them to find the best way to advertise the businesses to which they are assigned.

The codfish lays ten thousand eggs,
The homely hen lays one.
The codfish never cackles
To tell you what she's done.
And so we scorn the codfish,
While the humble hen we prize,
Which only goes to show you
That it pays to advertise

It Pays To Advertise

Student products include sample billboards, storyboards for thirty-second television commercials, newspaper ads, radio spots, and articles for our tab-sized newspaper supplement.

Students make presentations of their advertising campaigns to businesses, which are critiqued by the representatives from the businesses. Ad account representatives from the newspaper approach the business regarding the purchase of ads for publication in the supplement. This provides the income necessary to offset the publication costs incurred by the newspaper. Public school students take no part in selling ads to avoid violating local school policy. Finally, a student-created micro-newspaper is assembled and published, with articles in the following sections: news, features, editorial, life, and sports.

Five years ago, when this endeavor was initiated, a four-page section was published as part of the *Abilene Reporter-News*. It consisted of student-created ads and several articles about the gifted and talented program written by the teachers. Five years later, the supplement has grown to twelve pages, containing articles written by the students and student-created ads which incorporate computer graphics and student-created art. Our supplement, *The ALPS Gazette*, is published largely through the dedicated support of the *Abilene Reporter-News*. The paper provides the valuable time of its professional staff to tutor and advise our students, paginate the material, and publish it .

"Colors fade, temples crumble, empires fall, but wise words endure." ALPS students selected these words by Edward Thorndike as the quote for the masthead of their paper. Real life experiences in the classroom also endure, making lasting impressions on the students involved.

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Terry Dotherow and Diana Brigham teach gifted and talented middle school students in the Abilene Independent School District. Mrs. Dotherow and Mrs. Brigham team teach the Production unit.

T

100

Organized Sports and Behavior Modification: Assisting a Gifted Student with Behavior Disorders

Tandra Tyler-Wood
University of North Texas
Sheila Abraham
State University of West Georgia

Juan, an eleven-year-seven-month old, Hispanic male applied for admission to the State University of West Georgia's (UWG) Summer Opportunities Program (SOP) in April, 1995. The SOP at UWG is a six-week, non-residential enrichment program. It serves academically talented students from ages four through thirteen. The program is staffed by teachers obtaining graduate credit from UWG in gifted education. Each teacher organizes a two-week instructional unit using Gardner's theory of disciplinary understanding (1991). Under the Gardner model students obtain understanding by working in the discipline and by doing rather than by passively reading. To maximize learning opportunities, previous students had developed the rules for the SOP program. SOP gives students an opportunity to revise the rules each summer. However, for the past two years, no revision in rules has occurred.

The SOP rules

1. Students may not engage in any behavior which inhibits the learning of another student.
2. Students must respect the property and rights of others.
3. If you are involved in a group project, you must complete your fair share of the work.
4. Students may not engage in any behavior which endangers property, teachers, or students.
5. If your behavior is disruptive, you may not go on field trips.

Students have an opportunity to participate in three different instructional units each summer. Juan indicated a desire to participate in units on conservation, oceanography and photography.

Students meeting Georgia's gifted placement criteria are admitted into the program with no additional testing. Georgia's placement criteria requires that students score at or above the 96th percentile on a measure of cognitive ability and produce a comprehensive achievement test score at or above the 90th percentile. Student's who have not met Georgia's placement criteria must present their previous year's academic record, an achievement test score and a recent measure of cognitive ability in order to qualify for the program. Non-identified students are admitted based on the recommendations of a team consisting of teachers, school administration, and counselors. Juan had attended a private school for the previous academic year and had not been placed in a program for gifted or talented students. However, Mr. and Mrs. Sanchez, Juan's parents, produced a recent psychological evaluation for Juan (Tables 1 and 2).

Two of Juan's teachers from the previous year had completed the *Walker Problem Behavior Identification Checklist*. Both teachers indicated Juan had difficulty with acting out, disturbed peer relations, and immaturity.

Juan's mother provided the following background information on Juan. Mrs. Sanchez was a homemaker. Mr. Sanchez had recently retired from the Air Force and was currently self-employed as a computer repairman. Mrs. Sanchez reported her pregnancy with Juan was normal, but he demonstrated early and rapid devel-opment. Juan walked at seven-and-one-half months, said his first word at nine months and could put two or three words together at one year. Juan's mother spoke Spanish in the home, but his father spoke English. Juan is fluent in both languages. Juan has one older brother, Carlos, who is 29. Carlos has a master's degree from MIT and is currently employed by a major computer firm. Juan's parents were in their mid-forties when he was born. As a young child, Juan had few opportunities to play with other children. Juan could play chess at seven and would on occasion beat his older brother. Mrs. Sanchez indicated that Juan was depressed for approximately three months when Carlos left for college.

Mrs. Sanchez indicated that Juan had some difficulty establishing and maintaining relationships

Table 1

Cognitive Ability Scores: Wechsler Intelligence Scale for Children-Revised

Verbal Subtests	Scaled Scores	Performance Subtests	Scaled Scores
Information	17	Picture Completion	14
Similarities	14	Coding	16
Arithmetic	18	Picture Arrangement	11
Vocabulary	14	Block Design	17
Comprehension	15	Object Assembly	17
Total	78	Total	75

	IQ Index	Percentile
Verbal	133	99th
Performance	136	99th

Table 2

Achievement Test Scores: Peabody Individual Achievement Test-Revised

	Standard Scores	Percentile
General Information	145	99th
Reading Recognition	119	90th
Reading Comprehension	128	97th
TOTAL READING	130	98th
Mathematics	140	99th
Spelling	116	86th
TOTAL TEST	135	99th

with his age mates. Prior to Mr. Sanchez's retirement from the Air Force, the family had moved every two or three years. Juan had trouble establishing new relationships. He frequently experienced trouble in school for inappropriate social behavior. Most social problems involved shoving, arguing, profanity, or disturbing others. Juan liked to play the roll of the "class clown." Juan had been asked to leave the private school he had attended in fourth grade.

He was currently exiting the fifth grade in a public school where he had spent one month out of the last four months assigned to in-school suspension. Juan's mother indicated he liked going to school, but often complained he was bored and when bored he got into trouble. In addition to his social problems, Juan rarely turned in homework but typically received an "A" or "B" on tests. Mrs. Sanchez stated that Juan's fifth-grade teacher seemed inadequately prepared to deal with Juan's ability and had difficulty controlling his behavior. Juan had been referred to the "school based team" to determine eligibility for placement in a program for students with behavior disorders. The school based team was responsible for determining Juan's eligibility for a program.

After reviewing Juan's test scores and cumulative folder, Juan was admitted into the Summer Opportunities Program. The expectations of the program were reviewed with Juan and his parents. It was explained that Gardner's theory of disciplinary learning (1991) was used in SOP and that because of interaction within the community and the use of expensive equipment, student behavior was expected to comply with appropriate standards. Juan agreed to comply with the rules and was assigned to a class with thirteen students, five males and eight females. Juan's teacher, Mrs. Jones who had seven years of teaching experience, was certified in middle-school and secondary science, had a master's degree in Biology, and was pursuing gifted certification. Mrs. Jones expressed concern over Juan's inability to get along in a group without direct adult supervision and his inappropriate pushing and shoving behavior. Mrs. Jones observed that although Juan was bright, some of his social behaviors were similar to a much younger child. Juan did not complete his class assignments and rarely turned in class work. Juan had on occasion purposefully pushed over desks. He had used a

computer to access calculus grades at the high school and had modified those grades. At school he once started a bus and and moved it to a different parking place during a field trip. Mrs. Jones met with the SOP director and requested some input on handling Juan's behavior. The director called a meeting with program staff and Juan's parents.

A center-based team met with Juan's parents to discuss programming options. The team consisted of: Mrs. Jones, teacher of the gifted, Mr. Henry, specialist in behavior disorders, and Dr. Burnett, SOP Program Director. Juan's strengths and weaknesses were categorized according to Gardner's Multiple Intelligences Theory (1991). Juan's strong areas of intelligence appeared to be linguistic, logical-mathematical and bodily-kinesthetic. Serious weaknesses were noted in the interpersonal and intrapersonal areas.

According to Juan's strengths and weaknesses, a behavior improvement plan was outlined so that Juan could make the most of his educational opportunities at SOP. It was noted that Juan had tremendous abilities in the bodily-kinesthetic areas, but his ability in this area had never been challenged or fully developed. Juan had met with success as a pitcher at a younger age, however, because of time constraints on the family he no longer participated in any organized sports. A local baseball team was coached by a teacher, Coach Henry, who was certified in behavior disorders and had extensive training in behavior management. He had produced winning baseball and basketball teams at the state level. Coach Henry used his coaching abilities to assist other students with problem behavior. However, he had never worked with a child of Juan's intellectual ability.

Smith and Smoll (1991) have noted that coaches can have tremendous influence in the academic areas of a child's life. The manner in which coaches structure the athletic situation, the goal priorities they establish, the attitudes and values they transmit, and the behaviors they engage in can markedly influence the effect of sport participation on children and carry over into the academic areas.

Smoll and Smith (1988) found the sports environment provides socialization opportunities and places adaptive demands on participants that parallel those of other important life settings. For this reason organized athletic experiences are regarded as potentially important in child and adolescent development and participation to have direct relevance to the development of important behaviors such as cooperation, unselfishness, attitudes towards achievement, stress management skills, perseverance, risk taking, and the ability to tolerate frustration and delay gratification.

To modify classroom behavior, Juan was placed on a behavior modification program. A schedule with six boxes was placed on the teacher's desk. Every 30 minutes a timer went off. If Juan had followed all classroom regulations, he was given a star in the appropriate box. Juan had to earn five stars daily to participate in the next field trip or baseball practice. Juan missed only one field trip after the behavior modification program was implemented. For the entire six weeks period of SOP, Juan never missed baseball practice.

As a final reinforcer, Coach Henry made arrangements for Juan to attend a baseball camp sponsored by Atlanta Braves' pitcher John Smoltz. Juan's participation in the camp was made contingent upon earning 27 stars during the week before camp. Juan earned 29 stars, attended camp, and indicated it was the "greatest experience of his life." Students who completed the week-long camp received an assessment of skills and behavior. Juan's skill level as a left handed pitcher was rated as above average. His behavior was rated as excellent.

Concern was voiced by Juan's parents and teachers that once baseball season ended his previous behavior problems would return. To avoid a reoccurrence of inappropriate behaviors, Juan was encouraged to try out for other sports. Coach Henry worked with Mr. and Mrs. Sanchez to assist them in implementing a behavior modification program for the academic year. Contact with Juan's next school was established so that academic programming strategies could be exchanged. In addition, Mrs. Pat Hughes, counselor for the Academy of Georgia, met with Juan and explained academic options available through the State University of West Georgia such as admittance in UWG prior to the junior year in high school for students that have appropriate SAT scores and grade point averages. Juan was encouraged to apply himself in school so that he could apply to the Academy.

Children who are gifted and also display behavior disorders represent unique challenges to educators. It is important when designing a behavior modification plan to view the total child. For a total educational program to be effective, plans must address a child's strengths as well as his weaknesses. With children similar to Juan it is not sufficient to merely control inappropriate behavior in

a short time frame. For Juan to maximize his abilities, it is important to continue to monitor his behavior. As Juan's deficits in the areas of interpersonal and intrapersonal intelligence are remediated, the behavior modification program should be phased out. The goal for a successful behavior modification program for a child with Juan's abilities is to achieve self sufficiency in monitoring behavior. Without appropriate behavior, Juan's educational opportunities will be significantly limited.

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T

The Gifted Underachiever in Secondary School: Characteristics and Curriculum Recommendations

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Giftedness is an issue that has captured the attention of educators for many years. The majority of gifted students consistently meet high standards of gifted programs. However, for some gifted students, underachievement is a problem that becomes increasingly evident as they progress through the high-school years. Although gifted underachievers comprise approximately twenty percent of the total gifted population, these students are the focus of much debate among educators (Pendarvis, Howley, & Howley, 1990).

Who is the gifted underachiever? No definition is agreed upon nor do existing definitions pertain to all gifted students who function below their measured ability levels (Emerick, 1992). Generally, a student considered to be a gifted underachiever functions in the secondary classroom at a low level as perceived by educators. Whitmore (1980) noted that gifted underachievers have a high I.Q., possibly over 140; however, they normally function at one or more grade levels below what is expected. Most educators feel gifted underachievers' actual grades are much lower that the grades predicted by scores on standardized testing (Redding, 1990). Since they perform well on standardized tests, it is expected that their grades would be significantly above average. However, the grades of the gifted underachiever usually fall far short of expectations. Most researchers define underachievement of gifted students as the discrepancy between performance on standardized and nonstandardized aptitude and achievement instruments (Colangelo, Kerr, Christensen, & Maxey, 1993). Inconsistencies, therefore, characterize the relationship between a gifted underachiever's ability and his or her actual performance.

Whitmore (1980) identifies four labels for the underachieving gifted: learning disabled, behaviorally disordered or emotionally disturbed, neurologically handicapped or minimally brain damaged, and paralyzed perfectionists. According to Delisle (1992), some gifted youth are underachievers, but others are nonproducers. Silverman (1993) follows a classification that tends to align more closely with that of Whitmore. Recognizing both gifted underachievers and gifted at-risk, Silverman notes that gifted can also be classified as learning disabled (Silverman, 1993). In general, however, underachieving gifted students do not meet their expected academic expectations.

The behavior and self-concept of gifted underachievers are areas of concern. Colangelo et al. (1993) noted gifted underachievers are often categorized as behavior problems. The gifted underachiever is often noticeably distracted in classroom settings. Daydreaming and frequent social interactions are preferable pastimes for the underachieving secondary gifted student (Van Bostel & Monks, 1992; Whitmore, 1986). Inattentiveness, thus, is an observable behavior of gifted underachievers (Whitmore, 1980). Some research indicates that gifted underachievers exhibit overanxiousness, which may contribute to a negative behavior stereotype (Redding, 1989). The gifted underachiever may seem obstinate toward or sarcastic to the teacher's authority (Betts & Neihart, 1988). Additionally, the self-concept of these students is normally much lower than that of students performing at or above their ability levels (Colangelo et al., 1993; Whitmore, 1988).

When focusing on performances on specific tests administered at the high-school level, several characteristics emerge. Colangelo et al. (1993) in a study evaluating the American College Testing (ACT) scores reported gifted underachievers generally scored higher than or equal to gifted achievers in science and social studies. They often scored lower than gifted achievers in math and English. On the Student Profile Section of the ACT, other characteristics of underachievers surface. Gifted underachievers are less likely to be involved in extracurricular activities, but did plan to get a college education (Colangelo et al., 1993).

Internal characteristics of some gifted underachievers, as well as some gifted high achievers, include a desire to be perfect, the tendency to procrastinate, feelings of competitiveness at all times, and a lack of risk-taking (Crittenden, Kaplan, & Heim, 1984; Fehrenbach, 1993; Redding, 1989). The

motivational problems of underachieving gifted students sometimes stem from inconsistant support received from their families. Often labeled as special in their early lives, gifted underachievers may experience disappointments that affect their self-esteem, which ultimately affects academic performance (Rimm & Lowe, 1988). Family members who exhibit unreasonable expectations, a lack of control, the use of inappropriate rewards, or anger because of poor academic performance may increase a child's frustrations with academics (Heacox, 1991). Heacox further notes that "[t]he environment [parents] create at home can promote positive self-esteem and achievement, or it can foster continued academic failure, negative feelings, and lowered expectations" (p. 32).

Gifted underachievers exhibit definite learning preferences and strengths. Research showed a global approach for teaching, which encouraged learners to focus on whole concepts rather than parts, better suited the gifted underachiever than did more analytical methods (Redding, 1990). The ability to synthesize rather than to simply recall facts is an important strength of this type of student (Betts & Neihart, 1988; Redding, 1990). Since synthesis requires students to personalize learning, most gifted students, achievers and underachievers, flourish in an environment that allows students to create a bridge between content and personal experience. Gifted underachievers at the high-school level at times failed to find relevance in more traditional, analytical settings (Redding, 1990).

Colangelo et al. (1993) have observed underachieving gifted students are less satisfied with teacher instruction in school. In addition, they become frustrated with less challenging curriculum (Jones, Ellenwood, & Southern, 1990). The gifted underachiever may consider detail-oriented, routine tasks meaningless, leading to feelings of boredom (Redding, 1990). Categorizing assignments as trivial is a common reaction for this type of student (Whitmore, 1980). The gifted underachiever often refuses to attempt to complete homework, seeing it as an unfulfilling or repetitious task (Boyd, 1990).

Whitmore (1988) recognizes that gifted children are at risk of becoming underachievers if these students are placed in an environment that is unchallenging and uncreative, a situation that does not nurture academic giftedness (Rimm, 1987; Rimm & Lovance, 1992). These students often rebel against a rigid, textbook-centered classroom (Whitmore, 1980). Yet when pursuing personal interests outside of the classroom, these students' motivation flourishes (Emerick, 1992; Whitmore, 1986). Relevancy, then, becomes a major issue in preparing suitable curriculum to reverse the pattern of underachievement among the gifted.

Recommendations

What can be done to reach gifted underachievers at the high-school level? First and foremost, education is a joint endeavor between parents and the school district. Therefore, both must assume the responsibility for helping the underachieving gifted student. The following recommendations will assist educators in tailoring curriculum to the needs of the gifted:

- Create an academically stimulating environment, providing "real-world" problem-solving opportunities.
- Incorporate the personal interests of students in assignment planning and allow underachievers to play an active role in curriculum design.
- Support grouping of gifted students that allows communication among learners.
- Utilize high-level enrichment activities that provide opportunities for active searching within the learning process.
- Organize interdisciplinary coordination that derives its focus from global themes.

While educators do their part for gifted underachievers, parents must provide a supportive home environment. Heacox (1991) offers advice to parents when working with their gifted underachiever. These suggestions help parents create a positive atmosphere that fosters self-esteem and achievement:

- Parents should treat successes as well as failures with moderation, consistently showing love.
- The positive, supportive comments by parents concerning education emphasize the bond between home and school.
- Parents should work with students to set attainable goals and expectations, while encouraging consistent work habits.
- Remembering that communication with the gifted underachiever is crucial, parents should create a non-stressful atmosphere that focuses on building the self-esteem of the child.

Underachievement within the gifted population is a persistent problem, affecting society's future due to the loss of leadership, innovation, and competence (Whitmore, 1980). Gifted underachievers at the high-school level must be reached. Creating curriculum tailored to the needs of gifted students, combined with positive parental support, is a key to reversing the problems of underachievement.

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T

COMMUNITY SERVICE: LEARNING TO SERVE

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Enter to grow in wisdom. Depart to serve better thy country and mankind.

This inscription challenges all who enter Harvard. It can also motivate teachers and students to look beyond their own needs and desires to opportunities for service in their community.

Community service is an essential element of education. A first step in making the world better is taking an active role in one's community. Each year the G/T program in Abilene accepts an opportunity for gifted youth to serve their community. Through service, students open themselves and receive a feeling of fulfillment as they develop understanding and compassion for others. They experience the joy of giving selflessly to others. Small steps lead to big rewards.

Community service projects are an integral part the Abilene Independent School District's gifted and talented scope and sequence and differentiated curriculum. Students participating in service activities develop a greater sense of self-awareness, self confidence, and courage for risk-taking. Task commitment is required as they work with others to accomplish a goal. Interaction with people of differing ages and backgrounds enhances communication skills. In helping others, they help themselves.

Establishing a pattern of service is as important as the act itself. Students put less focus on themselves and empathize more with others as they develop a spirit of selflessness and superior citizenship.

How can G/T students serve others? Each year teachers brainstorm a list of possibilities. While criteria for the projects varied, teachers sought opportunities for gifted students which would employ their thinking and creative abilities to help others. We consider these factors when selecting a community service project:

- look for an area of need in the community which will fulfill an educational mandate or objective;
- brainstorm areas of interest to your student population;
- consider the logistics, cost, ease of implementation, and transportation;
- decide whether the project benefits the community; and
- determine whether the project challenges gifted learners.

During the 1996-1997 school year, our service project reflected the mandate given by Governor George Bush to emphasize reading. We selected a reading role-model project. Our sixth graders prepared integrated presentations for elementary students. The G/T students selected a book appropriate for second or third graders, developed a plan for audience participation within certain time limitations (30-45 minutes), and created and used visual aids.

Integration of content areas, individual and group interaction, and public speaking necessitated the use of critical and creative thinking to meet established criteria. Students, however, had freedom and flexibility in the choice of literature, planning, and presentation. Their visual aids ranged from theater props to borrowed science equipment. Some G/T presenters provided instruction in origami paper folding that related to the literature presented. Students were challenged as they prepared presentations which would captivate their audience and motivate them to read.

A debriefing session following the activity. Elementary students receiving the presentations felt encouraged to read and were impressed with the gifted role models. The gifted students had positive experiences and greater confidence in their abilities. Helping younger children enhanced the gifted students' self esteem and helped conquer their fear of public speaking.

Others years have seen a different service focus. One year, students were trained as docents for school tours at the Museums of Abilene. As docents, our trainees were responsible for learning informa-

tion about a particular part of the museum and communicating the information to elementary-age tour groups.

Gifted students have also worked in conjunction with the American Heart Association in developing thirty-minute presentations to third and fourth graders. Gifted classes prepared activity centers for the purpose of studying the heart, explained the benefits of exercise, and informed the children of the negative effects of smoking on the human body. Gifted students conducted classroom presentations and facilitated related activities for the third and fourth graders. Classroom teachers kept the centers when the G/T students were finished.

In addition to learning centers, thirty-second Public Service Announcements (PSAs) were written and recorded. Abilene ISD television filmed the productions for the Heart Association, which were later aired on local and AISD television stations. PSAs are not limited to one area of social concern. Students created PSAs entitled, "It's Your Responsibility to Vote," during one election year.

Opportunities for service abound. Schools and community organizations are receptive to volunteer assistance. The Red Cross, Meals on Wheels, and Habitat for Humanity are just a few agencies that merit consideration.

Educators have an obligation to help youth develop an awareness that community service is essential. Changes begin from within ourselves, enabling us to help society change. As gifted young people help others through participation in service projects, they develop the very skills required by the district's gifted curriculum. Small steps lead to big rewards for both those who serve and the community. The tiny tracks of service we leave today become the future footprints of service for tomorrow.

Diana Brigham and Terry Dotherow teach gifted middle school students in the Abilene ISD. Mrs. Brigham holds Masters Degrees from Arizona State University and Hardin-Simmons University. Mrs. Dotherow earned a Master's Degree from Auburn University.

T

Computers Are Changing the Face of Education in Texas

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Computer-aided learning is no longer a fantasy or an idea that will materialize sometime in the distant future. The long overdue marriage of computers and eduction has taken place, and there is no stopping the trend now.

Federal, state, and local governments will spend hundreds of millions of dollars this year to expand computer-aided learning in Texas classrooms. This spending will increase in the years ahead. Public funds for educational technology are not found in one pool, however, and almost every source of funding has strings attached. In order to take advantage of the opportunities theses funds afford, school officials must stay abreast of the shifting priorities that dictate who gets what public money.

Much of the federal and state money earmarked for educational technology is routed through the Texas Education Agency (TEA). Although TEA disseminates information about the types of funding available for such purchases, the variety of programs at TEA alone can be daunting. Each federal and state source of funding has its own focus, priorities, and timelines. Educators and administrators who can hack the tangled undergrowth of requirements and regulations may well reap a healthy reward. Competition for the funds is expected to be especially intense.

The State Technology Allotment is one of TEA's largest pools of high-tech funding. The fund was renewed this year by the Texas Legislature. The State Technology Allotment provides school districts with about $30 per student annually--roughly $100 million total-- to integrate electronic textbooks into their curricula. The funds may be used to purchase electronic textbooks and equipment necessary for their operation. Funds may also be used to train educational personnel in the use of electronic textbooks.

T

KNOWING TIMMY: A GREAT EXPERIENCE FOR A TEACHER

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Before a diamond cutter begins, he spends time carefully inspecting, analyzing, studying, investigating, and planning the exact angle and sequence of strokes. Polishing and a specialized treatment follows. These steps maximize the brightest crystal facets of each stone. Timmy is one of the precious gems I was given as a teacher not a diamond cutter. He will be thirteen soon and being thirteen is difficult. I met Timmy while I was teaching talented and gifted grade-seven mathematics classes at Chisholm Trail Middle School in Round Rock, Texas. Timmy's developmentally advanced skills were obvious but like a diamond cutter, I wanted to know him better as I began to work with him. Interviewing Timmy and his mother helped me better understand this young gifted student. According to Marcel Proust, "The real voyage of discovery consists not in seeking new landscapes but in having new eyes." I find it personally challenging to attempt both.

Barbara Clark (1992) wrote, "most gifted children have high levels of energy; they require less sleep" (p. 150). Timmy displayed this trait as a child and as an adolescent. His first daytime nap was when he was ten-weeks old. He loved his Johnny-Jump-Up and he jumped vigorously. Timmy learned to swim at six months. His mother enrolled him in swimming classes and by the second summer, he could swim quite a distance in their pool. He was an infant who was, "not content unless he was in motion" and he hated nap time in kindergarten.

Hollingworth (1942), when working with children above 180 I.Q., reported that these children develop exceptionally early in talking, reading, and imagination. Timmy had experiences in all three of these areas. During Timmy's language acquisition period his environment was rich in language experiences. He had a babysitter who would teach him Indonesian words that he would use at home, and his family would have no idea what he was saying. Timmy could read well by the time he was four. By four and one half, he read everything. His imagination was evident as he played in preschool. He liked writing in his journal and he loved the block centers. Timmy would pretend he was the designer of a huge mall. He would finish his work quickly, so that he could build in the center. He would repeat that routine until the newness wore off.

Timmy's mom noted that he was a perfectionist even as a baby. He held onto furniture until he was sure that he could walk without falling. She said that he could walk before he would walk. From age one to two-years-and-four months, he studied the volumes of books he found at his baby-sitter's house high on the bookshelf. She would quiz him over the numbers one to forty-nine. He liked learning about numbers, sorting books, or reading. He still does. In the summer after grade three, his mom, needing some space, told him to go and learn something on his own. He did. He amazed her by learning all the capitals of the states. Last summer, Timmy went to play miniature golf. He studied every hole. Consequently, by the second round, his score had improved by fifteen points. Currently, to improve his vocabulary, Timmy is reading the Bible and works by Shakespeare.

Lovecky (1994) also noted gifted children's need to have the world be logical. This need results in the child arguing extensively, correcting errors, and striving for precision of thoughts. It also is associated with the gifted child's need for precision. As a toddler, cleanup for Timmy was never quick. He had to fit every letter into the correct magnetic slot, or put each block back in the cart sorted by color and shape. His mother could never convince him to just put them away randomly; every block had to be just so. He has even written the Governor of Texas to share some of his opinions.

Timmy still wants the precision of correct and clear word usage. He asked me clarifying questions during interviews. Timmy wants to become a pediatrician. When I asked him where he would like to work, he answered, "In a doctor's office." He said this with a big grin and then asked me what did I mean. I explained that I meant about the location globally. His reply was that he would like to work as a pediatrician in a country that needed the help of missionaries or he might like to work locally.

The exceptionally gifted child grasps abstract material by finding the underlying pattern. Once they understand that pattern, the child knows the idea behind the material and further practice is unnecessary (Lovecky, 1994). This awareness of

patterns was evident in Timmy even as a toddler. His favorite toys were a FisherPrice desk, blocks, shape sorter ball, and puzzles. He would make words from little work cards in the desk and then get out books and make words from the books. Timmy sorted wooden blocks by color, by size, and by shape. He built identical stacks. Everything was a pattern, never haphazard or random.

Being gifted influenced Timmy's social and emotional growth. Sometimes he felt left out and did not fit into the group. He often visited me on his way to lunch for five or ten minutes of our twenty-five minute lunch periods. I really enjoyed his dropping in on his way to the lunchroom, yet it made me consider the possible reasons that he would be visiting with me rather than his peers. Timmy was drawn more to adults than to his age peers, which is also a characteristic of the talented and gifted students (Clark, 1992).

Many exceptionally gifted children showed insight into social and moral issues (Lovecky, 1994). Timmy is concerned about pollution, what carbonation can do to your stomach, and the hole in the ozone layer. He is personally intense and thinks about global and moral issues simultaneously. He solves problems and has a happy nature and personality.

Highly gifted children need individualized programs to flourish (Stanley, 1979). If highly gifted students are to find both academic and social success then their asynchronous development must receive attention (Kennedy, 1995). Asynchronous development means a child is at multiple developmental levels simultaneously. He or she is far ahead of age peers in some areas while being at the same developmental level or even a little behind age peers in other areas. For gifted and talented children, asynchronous develop is normal. It is not a dysfunctional problem.

Schools must use individual educational plans developed to provide clear goals and direction for both cognitive and affective growth. Currently, Timmy is taking Algebra I as a seventh grader. His educational plan also needs to provide the opportunity to participate in group sessions held for the talented and gifted population to address their individual problems and needs. The school counselors could schedule these sessions for the students, just as we schedule special group sessions for other at-risk students.

Timmy should receive, in subject areas where we heterogeneously group the students, appropriate independent study or small group study assignments as a challenging alternative to the grade-level classroom assignments. Just as educators modify instruction to meet the needs of other special populations, we must modify instruction to appropriately meet the needs of the talented and gifted students.

Timmy's mother was certainly right. Knowing Timmy would enrich anyone life, I know he has enriched mine. Our challenge is to develop and carry out effective educational procedures and plans which ensure appropriate education for gifted children. In doing this, we also ensure more educators experience the enriching opportunities found in working with gifted students.

References

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Kennedy, D. M. (1995). Glimpses of a highly gifted child in a heterogeneous classroom. *Roeper Review, 17,* 166.

Lovecky, D. V. (1994). Exceptionally gifted children: Different minds. *Roeper Review, 17,*116-118.

Stanley, J. (1979). The case for extreme educational acceleration of intellectually brilliant youths. In J. Gowan, J. Khatena, & E.P. Torrance (Eds.), *Education of the ablest: A book of readings (2nd ed.).* Itasca, IL: Peacock Publishers.

Kay L. Dowlinig is the mathematics department chair at Chisholm Trail Middle School in Round Rock, Texas. Kay, a middle-school educator for 21 years, was the 1980 Pflugerville Teacher of the Year, 1994 Round Rock Secondary Teacher of the Year, 1996 Region XII Talented and Gifted Teacher of the Year, and the 1996 Walmart Teacher of the Year.

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In Memory of Laura Ross Allard: A Champion for Children

Paul Slocumb, Ed.D.
Past President of TAGT, 1984

Every once in a while, some of us have the good fortune to cross the path of another's life and find our own life changed forever. That was my experience with Laura Allard, a lady small in stature but a giant in deeds. For years to come, Texas will reap the benefits of her deeds for children and education. Laura Ross Allard passed away on September 1, 1997.

In 1984, when I was president of TAGT, I had the distinct privilege to work with Laura Allard as the Association's first executive director. The initial hiring of Laura Allard as the executive director began during the presidency of the late Jo Ann Houston. Working with Jo Ann, we both knew that Laura had a special gift that would start the Association on a path to success. After struggling to stay afloat during the early years of the Association, we knew we needed an executive director if the Association was going to grow as many had envisioned. Laura was to be the person to lead that growth.

During the interview process, I remember asking Laura if she had any experience working with legislators. She immediately admitted that she did not, but she was willing to learn. Funding for gifted education was a priority for the Association. Prior to state funding, the programs that existed throughout the state were funded through special grants. This meant many schools desiring programs for gifted children were not funded.

Laura, working with her husband Garland, began adding structure to the Association. Laura consented to work from her home because the Association could not afford the cost of office space. Through her sacrifices, Laura and Garland, fostered the growth of TAGT. They administered the annual conventions and nurtured the financial structure of the organization so that the future of TAGT would be secure. It was soon apparent that TAGT had received two employees for the price of one because Garland was right there beside Laura helping in every way. Their commitment and dedication were far beyond the call of duty, and were a wonderful gift to TAGT and the gifted children of Texas.

Laura began working with members of the legislature, meeting with one legislator at a time, going from office to office. With each she would talk about the gifts of all children and the needs of gifted children of Texas. When the time came for the legislature to vote, funding for gifted education became a reality without one dissenting vote. Laura had indeed become a master at lobbying the Legislature, and she did it without buying even one person a cup of coffee. Her sincere commitment to children and her voice as a mother, grandmother, and educator were something that no one could say *No* to.

Laura did not begin her career in Texas. After receiving her bachelor's degree from Chicago Teachers College, she began her first teaching assignment in a three-room country school in Cook County, Illinois. She subsequently obtained a Master of Arts degree from Northwestern University. Following her move to Texas after her marriage to Garland on July 5, 1947, she began teaching in the public schools of Robstown and Corpus Christi. She was a teacher, a guidance counselor, and a school administrator. She served as the principal of the Windsor Park Elementary School in Corpus Christi, one of the first public elementary schools in Texas dedicated specifically to the needs of gifted and talented students.

In 1979, Laura and Garland moved to Dallas where Laura continued her involvement with gifted and talented education as associate director of the Gifted Students Institute. She left that position and moved to Austin when she became the executive director of TAGT. Laura remained in that position until 1989 when she retired. Her retirement, however, did not stop her from being involved in gifted programs or in education.

(See LAURA ROSS ALLARD, on page 36)

The State Board of Education at its July meeting honored Laura Allard with a resolution which noted many of her contributions to education. The resolution is reprinted on the following page.

RESOLUTION

***WHEREAS** Laura Allard has devoted numerous years to the Texas public school system, including her service as the first principal of the Windsor Park Elementary Magnet School in Corpus Christi; and*

***WHEREAS** Laura Allard served as the acting director of the Gifted Student Institute and as the first executive director of the Texas Association of the Gifted and Talented and was one of forty charter members of the group; and*

***WHEREAS** Laura Allard's service to the schoolchildren of Texas has included membership on the State Committee on Student Learning and the Commissioner's Advisory Council for the Education of Gifted and Talented Students; and*

***WHEREAS** Laura Allard was a 1994 recipient of a regional Hero for Children Award in recognition of her distinguished service to children; and*

***WHEREAS** Laura Allard's determination and caring serve as a reminder of the responsibilities entrusted to educational leaders and elected officials everywhere; and*

***WHEREAS** Laura Allard's vision of a sculpture of schoolchildren to be placed in the Board Room of the State Board of Education demonstrates her commitment to keeping the State Board of Education's focus squarely on the children in Texas; now, therefore, be it*

***RESOLVED**, That the members of the State Board of Education express their thanks and gratitude to Laura Allard for her exemplary service to the schoolchildren of Texas; and be it further*

***RESOLVED**, That the State Board of Education will work to make Laura Allard's vision a reality; and be it further*

***RESOLVED**, That this resolution be presented to Laura Allard and that a copy be included in the permanent records of the State Board of Education.*

***WITNESS** our signatures this eleventh day of July, nineteen hundred ninety-seven, in Austin, Texas.*

Jack Christie D.C

Jack Christie, D.C., Chairman

Mary Helen Berlanga, Secretary

Texas Association for the Gifted and Talented 20th Annual Professional Development Conference
Austin Convention Center and Hyatt Regency Hotel C November 19-22, 1997

1997 Annual Conference Overview

WEDNESDAY, NOVEMBER 19

7:30 a.m. - 7:00 p.m.	Registration	Austin Convention Center (Palazzo Lobby)
9 a.m. - 4 p.m.	Preconference Workshops	Austin Convention Center (Palazzo Lobby)
11 a.m. - 1 p.m.	TAGT Executive Committee Meeting	Austin Convention Center (Austin Suite)
2 p.m. - 4 p.m.	Regional Education Service Center G/T Meeting	Hyatt Regency Hotel (Padre Island)
3 p.m. - 5 p.m.	TAGT Executive Board Meeting	Austin Convention Center (Austin Suite)
5:30 p.m. - 6:30 p.m.	Training Session for 1998 TAGT Executive Board Members	Austin Convention Center (Austin Suite)
7 p.m. - 9 p.m.	TAGT Editorial Board Meeting	Hyatt Regency (Padre Island)

THURSDAY, NOVEMBER 20

7:30 a.m. - 9:00 a.m.	Research and Development Division Breakfast and Program *Donald J. Treffinger*	Hyatt Regency (Texas Ballrooms I-III)
8 a.m. - 6 p.m.	Registration	Austin Convention Center (Palazzo Lobby)
8:30 a.m. - 9:45 a.m.	Concurrent Breakout Sessions	Austin Convention Center, Hyatt Regency Hotel, Four Seasons Hotel
8:30 a.m. - 6:00 p.m.	Exhibits Open	Austin Convention Center (Exhibit Hall I)
10:15 a.m. - 11:45 a.m.	First General Session *Janice Woods Windle*	Austin Convention Center (Exhibit Hall III)
12:15 p.m. - 1:45 p.m.	TAGT Membership Luncheon and Awards Program *Nicholas Colangelo*	Austin Convention Center (Ballrooms A-C)
2:15 p.m. - 5:15 p.m.	Concurrent Breakout Sessions	Austin Convention Center, Hyatt Regency Hotel, Four Seasons Hotel
2:15 p.m. - 5:15 p.m.	International Baccalaureate Coordinators Meeting	Hyatt Regency Hotel (Padre Island)
3:30 p.m. - 4:00 p.m.	Featured Exhibit Break and Publishers/ TAGT Sponsored Book Signing	Austin Convention Center (Exhibit Hall I)
5:45 p.m. - 7:30 p.m.	Creativity Potpourri (free admittance, but by ticket only)	Austin Convention Center (Ballrooms A-C)
7 p.m. - 9 p.m.	Reception for the Alumnae of the Texas Academy of Mathematics and Science	Hyatt Regency Hotel (Big Bend E)
8:00 p.m. - 9:30 p.m.	TAGT Parent/Community Involvement Committee Meeting	Hyatt Regency Hotel (Big Thicket)

FRIDAY, NOVEMBER 21

7:30 a.m. - 9:30 a.m.	**G/T Coordinators Annual Breakfast and Program** *James J. Gallagher* (admission fee, open to all, by ticket only)	Hyatt Regency Hotel (Texas Ballrooms I-III)
8:00 a.m. - 9:30 a.m.	**TAGT Finance Committee Meeting**	Hyatt Regency Hotel (Big Thicket)
8:30 a.m. - 9:30 a.m.	**TAGT Education and Training Committee Meeting**	Hyatt Regency Hotel (Padre Island)
8 a.m. - 5 p.m.	**Registration**	Austin Convention Center (Palazzo Lobby)
8:30 a.m. - 9:45 a.m.	**Concurrent Breakout Sessions**	Austin Convention Center, Hyatt Regency Hotel, Four Seasons Hotel
8:30 a.m. - 5:00 p.m.	**Exhibits Open**	Austin Convention Center (Exhibit Hall I)
10:15 a.m. - 11:45 a.m.	**Second General Session** *Robert Sternberg*	Austin Convention Center (Exhibit Hall III)
12:15 p.m. - 1:45 p.m.	**Administrators Luncheon and Program** *Senator Judith Zaffirini*	Hyatt Regency Hotel (Texas Ballrooms I-III)
1:00 p.m. - 1:30 p.m.	**Featured Exhibit Break and Publisher/ TAGT Sponsored Book Signings**	Austin Convention Center (Exhibit Hall I)
1:00 p.m. - 5:45 p.m.	**Concurrent Breakout Sessions**	Austin Convention Center, Hyatt Regency Hotel, Four Seasons Hotel
2:45 p.m. - 5:45 p.m.	**Past Presidents Colloquium**	Four Seasons Hotel (San Jacinto Ballrooms A-B)
7 p.m. - 9 p.m.	**Parent Reception**	Hyatt Regency Hotel (Texas Ballrooms II, III)
7:15 p.m. - 9:00 p.m.	**An Evening with Kidprov**	Austin Convention Center (Ballroom A)

SATURDAY, NOVEMBER 22

7:45 a.m. - 8:30 a.m.	**TAGT Annual Membership Meeting Installation of New Executive Board**	Austin Convention Center (Water)
8 a.m. - 10 a.m.	**Registration**	Austin Convention Center (Palazzo Lobby)
8:30 a.m. - 11:30 a.m.	**Concurrent Breakout Sessions**	Austin Convention Center
12:00 - 1:30 p.m.	**TAGT Parent Luncheon and Program** *Linda K. Silverman* The TAGT 1997 Parent of the Year is honored at this luncheon (admission fee, open to all, by ticket only)	Austin Convention Center (Ballroom C)
2:00 p.m. - 3:15 p.m.	**Concurrent Breakout Sessions**	Austin Convention Center

Registration Instructions and General Information

Registration Fees and Guidelines

Each conference registrant must complete a *1997 Conference Registration Form* and mail it to the TAGT Office with the appropriate conference fees. The *Full Conference Registration Fee* is $100 for members and $125 for non-members. After November 10, *Full Conference Registration* for *all* participants, regardless of membership status, is $125. On-site registration is possible, but only if space in the conference is still available. On-site registrants are charged an additional $15 on-site fee. Seating for all sessions is on a first-come, first-served basis. Featured speakers are scheduled in large capacity rooms. Ample seating in these general-interest sessions is available all day in the event smaller breakout sessions are filled.

The *Full Conference Package* registers a participant for the entire conference, Thursday through Saturday. The breakout sessions begin at 8:30 a.m. Thursday, November 20 and conclude at 3:15 p.m. Saturday, November 22. For additional fees, participants may attend a preconference workshop, several luncheons and breakfasts, and other special conference activities.

The *Two-Day Conference Package* registers a participant for Friday and Saturday only. This package is $70 for members and $85 for non-members. A $15 late fee is charged for *Two-Day Conference Packages* postmarked after November 10. Special badges identify the two-day, Friday-Saturday, registrants.

The *Campus Principal Package* provides a free Thursday through Saturday registration for a building principal or assistant principal with the purchase of four teacher registrations and a TAGT institutional membership. Institutional memberships offer all regular member benefits and entitle four campus representatives to attend TAGT sponsored conferences at the regular member rate. Only the campus principal or assistant principal is entitled to a free conference registration.

Registration Hours and Location

Registration for preconference workshops and regular conference registration is in the Palazzo Lobby of the Austin Convention Center. The Center is located at the corner of Trinity and Cesar Chavez Streets. Registration packets for participants, exhibitors, presenters, and facilitators are at the appropriately designated counters in the Palazzo Lobby. The Registration area is open:

Wednesday, November 19	7:30 a.m. to 7:00 p.m.
Thursday, November 20	8 a.m to 6 p.m.
Friday, November 21	8 a.m. to 5 p.m.
Saturday, November 22	8 a.m. to 10 a.m.

Confirmation Notices

TAGT confirms by mail all registrations received in the TAGT office by Monday, November 10. Registrants not receiving a confirmation notice before the Conference should pickup their registration packet at the counter labeled On-Site Paid Registrations. TAGT is not responsible for mailing delays occurring within school districts.

Requests for Refunds

Requests for refunds must be made in writing and received by TAGT no later than Friday, November 14. Refund requests arriving after that Friday will *not* be honored.

Registration for Field Trip and Excursions

The 1997 TAGT Local Arrangements Committee has planned two interesting, informative, and fun-filled excursions for conference participants. The *Wild and Wonderful* field trip is to the National Wildflower Research Center on Wednesday, November 19, from 9:30 a.m. to 3:00 p.m. ($23 fee). The *Christmas in November* shopping excursions are on Thursday, November 20 and Friday, November 21, from 7:15 p.m. to 10:00 p.m. The bus schedule for these events is on the *Field Trip / Excursion Registration Form* (page 26).

Exhibitors Registration

The 1997 Conference exhibits are located in Exhibit Hall I of the Austin Convention Center. Registration for exhibitors is in the Palazzo Lobby of the Convention Center. Exhibitors may pick up their registration packets at the Exhibitor Registration counter. Important times and dates for exhibitors include:

Wednesday, November 19 — 10 a.m. to 6 p.m.	Exhibitors Registration, Move-In, and Setup

116

Thursday, November 20	8:30 a.m. to 6:00 p.m.	Continuous Hours of Show
	3:30 p.m. to 4:00 p.m.	Featured Exhibit Activities
Friday, November 21	8:30 a.m. to 5:00 p.m.	Continuous Hours of Show
	1:00 p.m. to 1:30 p.m.	Featured Exhibit Activities
	5 p.m. to 10 p.m.	Exhibit Dismantling and Move-Out

Official Housing Request Forms

See page 27 for the *TAGT Official Housing Request Form* . Registrants may copy this form as needed. The Hyatt Regency on Town Lake is the 1997 Conference Headquarters Hotel. Other official 1997 conference hotels include: the Radisson on Town Lake, Four Seasons, Sheraton, Omni, Embassy Suites on Town Lake, Holiday Inn on Town Lake, Driskill, and Marriott at the Capitol. The Austin Convention and Visitors Bureau assigns rooms on a first-come, first-served basis. Only housing requests made on the *TAGT Official Housing Request Form* are processed. Individual hotels do not accept telephone reservations. TAGT provides free shuttle service between *all official conference hotels* and the Austin Convention Center.

Official Conference Badge

Participants must wear their official conference badge at all times. A badge is required for admittance to all sessions, the Exhibit Hall, and the conference shuttle buses.

Shuttle Bus Service

Bus service is provided Wednesday through Saturday between all conference hotels and the Convention Center. Express shuttles run between the Hyatt and the Convention Center at peak hours of registration, early morning sessions, and before the General Session on Thursday and Friday. A daily shuttle bus schedule is posted in each conference hotel lobby. The shuttle service is free; the official conference badge serves as a boarding pass. Shuttles run for 30 minutes after the conclusion of the last scheduled event of each day.

Convention Center Parking

Convention Center parking for participants is available at the Austin Convention Center Parking Garage at a reduced rate of $4/day. The parking garage is located at 201 East Second Street, one block from the Convention Center. Due to the limited number of parking spaces (1,100), conference participants are encouraged to use the complimentary shuttle service. Security guards will patrol both parking garage and the connecting street during regular TAGT Conference hours. Even so, TAGT encourages attendees to use the buddy system when walking to and from any building, especially in the evening.

Air Travel Information

TAGT has contracted with Southwest Airlines for special air fare discounts. These discounts are for participants in the 1997 TAGT Conference between November 19 and 22, 1997. Southwest offers TAGT conference attendees discounts on both Southwest's low everyday unrestricted fares and most of Southwest's even lower restricted fares. Call Southwest's Airline Group Desk at 1/800/433-5368 for reservations. This desk is open Monday through Friday, 8 a.m. to 5 p.m. Conference attendees must call on or before November 10, 1997 and must refer to the TAGT identifier code: **R4467** to receive the special rates.

Local Information and Hospitality Booth

The 1997 Local Arrangements Committee will greet participants and provide information on restaurants, entertainment, places of historical interest, site visits, and shopping trips. A list of hotel reservations is available daily at the LOCAL ARRANGEMENTS INFORMATION AND HOSPITALITY BOOTH to help locate friends and colleagues who have made their reservations through the TAGT Austin Convention and Visitors Bureau.

Provisions for Special Accessibility Needs

Please contact TAGT headquarters for information on special accessibility services. See page 2 of this *Tempo* for a list of the TAGT telephone and fax numbers and E-mail and regular mail addresses.

Unauthorized Commercial Solicitation

TAGT has a strong commitment to high standards of scholarship and professional development. Commercial solicitation is prohibited in all conference sessions, with the exception of sessions designated as EXHIBITORS SHOWCASES. Solicitation of business within the Exhibit Hall by persons other than exhibitors and TAGT-approved authors is prohibited.

Required Participant Registration

Revenue from the TAGT annual conference is the Association's major source of income for membership services including TAGT scholarships and grants which are awarded annually to students, teachers, and parents. Therefore, all presenters, copresenters, and facilitators are REQUIRED to pay the Conference registration fee, unless they do not attend any sessions other than their own.

Texas Association for the Gifted and Talented 20th Anniversary-Year Annual Conference
Austin Convention Center and Hyatt Regency Hotel • November 19-22, 1997

1997 Annual Conference Registration Form

Giftedness: Through the Looking Glass

Copy and complete this form for each person registering. TAGT will confirm registrations received by ***November 10,1997.*** ***A $15.00 late fee applies if paid after this date.*** *Confirmations for registrations received after this date must be picked up at the registration counter.* ***REFUNDS*** *must be requested in writing to TAGT no later than* ***November 14, 1997****. Those received after this date will* ***not*** *be considered.* ***ALL CANCELLATIONS*** *will be charged a $20 processing fee.*

Name _____ Telephone ____ /_____
First Middle Initial Last Home ( ) or Work ( )

Address _____

City _____ State_____ ZIP _____

School District /Business Name _____ Campus_____ ESC Region_____

PLEASE CHECK ALL THAT APPLY:
❑ Teacher ❑ Administrator ❑ Parent ❑ School Board Member ❑ University ❑ Other _____

IF TEACHER IS CHECKED ABOVE, PLEASE SPECIFY:
❑ Elementary ❑ Middle School ❑ High School ❑ University ❑ Other _____

Check (✓) Parts I-III below to register as a TAGT Member or Non-member. **NOTE: If you are not a current member but are including your membership dues along with your registration, you may attend the conference at the member rate.**

	Member	Non-Member
I. PRECONFERENCE WORKSHOPS (Wednesday, November 19)	____$ 45	____$ 60

CHECK (✓) ONLY ONE. All Preconference Workshops run concurrently from 9 AM to 4 PM.

❑ "Affective Needs of Gifted and Talented Students"—**Dr. Nicholas Colangelo,** Myron and Jacqueline Blank Professor of Gifted Education, University of Iowa

❑ "Creativity and Creative Problem Solving"— **Dr. Donald J. Treffinger**, Director and CEO, Center for Creative Learning, Inc., Sarasota, FL

❑ "Modifying Curriculum for Gifted in Grades K-6"—**Dr. Bertie Kingore,** Shelton Professor and Chair, Elementary and Secondary Education, Hardin-Simmons University. Concentration will be in the four core academic areas.

❑ "Successful Program Options in the Four Core Academic Areas"—Multiple sessions will feature master teacher/administrator teams from elementary, middle and high school levels. Focus will be on the four core academic areas.

❑ "Advanced Placement/International Baccalaureate Programs: Modifying AP and IB Courses for Gifted and Talented Students" Session presented by Advanced Placement and International Baccalaureate trained and experienced teachers. Vertical teaming will be featured in this six-hour workshop.

	Regular Member	Non-Member
II. REGULAR CONFERENCE PACKAGE (THURSDAY - SATURDAY, NOVEMBER 20-22)	____$100	___ $125
TWO-DAY CONFERENCE PACKAGE (FRIDAY, NOVEMBER 21/SATURDAY, NOVEMBER 22)	____$ 70	___ $ 85
ONE-DAY ONLY CONFERENCE PACKAGE FOR PARENTS (SATURDAY, NOVEMBER 22)	____$ 40	___ $ 55
III. SPECIAL GROUP RATES		
• 10 or more registrations from one school district	____$ 90	___$115
• 5 or more registrations from a TAGT parent affiliate support group	____$ 90	___$115
• 4 or more teacher registrations from a campus with a new or renewed institutional membership earns a special rate and a **free** registration for the principal or assistant principal.	___ $ 90	___$115

Please Note: Group registrations MUST be submitted TOGETHER to receive the special rate.

IV. SPECIAL EVENTS FEES (INDICATE YOUR CHOICES WITH A *(✓)*. THESE EVENTS ARE OPEN TO ALL REGISTRANTS.

- Research and Development Division Breakfast, **Dr. Donald J. Treffinger,** Center for Creative Learning, Inc., "Emerging Trends and Future Opportunities and Challenges for the Field of Gifted Education" (Thursday, November 20, 7:30 to 9:00 AM) ____$ 15
- Membership Luncheon and Program, **Dr. Nicholas Colangelo,** University of Iowa—"Affective Needs of the Gifted" (Thursday, November 20, 12:15 to 1:45 PM) ____$ 14
- G/T Coordinators Division Breakfast, **Dr. James Gallagher,** Professor and Director, Statewide Technical Assistance for Gifted Education (STAGE), University of North Carolina, Chapel Hill, "Programming for Gifted in the Twenty-First Century" (Friday, November 21, 7:30 to 9:30 AM) ____$ 15
- Administrators Luncheon and Program, **The Honorable Senator Judith Zaffirini,** District 21, Laredo (Invited) (Friday, November 21, 12:15 to 1:45 PM) ____$ 17
- Parent Luncheon and Program, **Dr. Linda Kreger Silverman,** The Gifted Development Center, Institute for the Study of Advanced Development, "The Universal Experience of Being Out-of-Sync" (Saturday, November 22, 12:00 to 1:30 PM) ____$ 12

V. TAGT MEMBERSHIP DUES * (Indicate total from the back of this form and enclose membership application) $_____

VI. TAGT PUBLICATIONS *(If ordering, indicate total from the back of this form and enclose publications order) $_____

TOTAL ENCLOSED: $_____

Send check or purchase order to: TAGT, RB #0471, P.O. BOX 149187, AUSTIN, TX 78789-0471
Registration cannot be processed without full payment.
For proper credit, indicate the number of your check or purchase order: Personal Check#_____ P.O. #_____ Business Check#_____

TAGT Publications Order Form*

If ordered concurrently with conference registration, attendee may pick up these publications at the TAGT Advocacy Booth during regular conference hours—Thursday through Saturday at noon. A confirmation letter is required to pick up materials ordered.

Indicate your selections and the number of items you wish to order and note the total amount enclosed in the space provided.

Curriculum Guide for the Education of Gifted High School Students ..... ____$15
Raising Champions: A Parents' Guide for Nurturing Their Gifted Children, Revised 1997 ..... ____$12
University Programs in Gifted Education in the State of Texas ..... ____$ 5
The Need DEFINED: Gifted Education in Texas (Video) ..... ____$12
National Excellence: A Case for Developing America's Talent ..... ____$ 3
Prisoners of Time: Report of the National Education Commission on Time and Learning ..... ____$ 3
Identification of Gifted/Talented Students in Texas (Monograph), Revised 1997 ..... ____$10

PUBLICATIONS TOTAL ENCLOSED: $_____

(If ordering publications transfer this total to the front of the form)

Texas Association for the Gifted and Talented Membership Application *

Member Name(s) _____ Telephone (H) _____ (W) _____

Mailing Address _____ City _____ State _____ ZIP _____

School District & Campus Name/Business Affiliation _____ ESC Region _____

Electronic Address (i.e., Tenet, Internet) if applicable _____

PLEASE CHECK ONE: ⊐ Teacher ⊐ Administrator ⊐ Parent ⊐ School Board Member ⊐ Other _____

Individual ..... $25 ( ) Family ..... $25 ( ) *Student ..... $15 ( ) * *Must include verifiable campus, district, and grade*

Patron ..... $100 ( ) **Institutional .. $100 ( ) Lifetime ..... $400 ( ) Parent Affiliate $45 ( )

** *Institutional members receive all the benefits of regular membership, plus may send four representatives to all TAGT conferences at the member rate, regardless of individual membership status.*

In addition to your regular Membership, you are invited to join a TAGT Division for an *additional fee*.

Choose either or both: G/T Coordinators ..... $10 ( ) Research & Development ..... $10 ( )

Membership Services

• *Tempo* quarterly journal and newsletter • *Insights* Annual Directory of Scholarships & Awards • *TAGT Capitol Newsletter* – monthly update during Legislative Session • Professional development workshops with inservice credit • General Management/Leadership Training • School Board Member Training • Parent services and information • Legislative representation & networking • Reduced registration fees for conferences and regional workshops

MEMBERSHIP DUES ENCLOSED: $_____

(If paying membership dues transfer this total to the front of the form)

Texas Association for the Gifted and Talented 20th Anniversary-Year Annual Conference

Field Trip/Excursion Registration Form

Giftedness: Through the Looking Glass

Austin Convention Center, November 19-22, 1997

To register for the National Wildflower Research Center field trip "Wild and Wonderful" and/or the "Christmas in November" shopping excursion, send this registration form, **along with payment and separate** from your conference registration to: TAGT Field Trip/Excursion, 406 East 11th Street, Suite 310, Austin, TX 78701. Make checks payable to: **TAGT EXCURSION.** Please mail by **October 31.** If space remains, participants can sign up for these functions during the conference at the Ticketed Events registration counter in the Palazzo Lobby, Austin Convention Center.

Name _____ Telephone ____ /_____
First Middle Initial Last Home ( ) or Work ( )

Address _____

City _____ State_____ ZIP _____

School District /Business Name _____ Campus_____

NOTE: Tickets purchased by mail will be placed in participants' conference registration packets.

"Wild and Wonderful"

Experience the unique gardens and grounds of the National Wildflower Research Center (NWRC). The Center's mission is to educate people about the environmental necessity, economic value, and natural beauty of native plants. Founded in 1982 by Lady Bird Johnson, the NWRC is dedicated to the study, preservation, and reestablishment of North American native plants in planned landscapes. Environmentally conscious construction was a paramount objective in the development of the center's gardens and buildings—extensive planting of native species, the rooftop water harvesting system, passive solar heating, use of recycled materials, breezeways.... The fee for this tour will include roundtrip transportation from the Austin Convention Center to the NWRC, entrance fee, a docent-guided tour of the grounds and buildings, and a boxed lunch from the Wildflower Cafe. Participants will have ample free time to explore on their own the display gardens, nature trail, wildflower meadows, the Seed Court, and Wild Ideas: the Store. Four hours of professional development credit is offered for this conference activity (core knowledge areas: Creativity and Instructional Strategies/Differentiated Curriculum). Boarding will begin twenty minutes before departure in the bus-loading driveway of the Trinity Street entrance to the Austin Convention Center. Patty Hartline, Leander ISD, is the TAGT Local Arrangements Committee chair for this field trip.

"Christmas in November"

This holiday shopping excursion is sure to lift your spirits for Christmas. Austin shops and malls will be beautifully decorated, brilliantly lighted, and brimming with goodies for TAGT's "Christmas in November" shopping bonanza. Holiday gifts and ideas from the mall's anchor stores, speciality shops, boutiques, and more are sure to have that perfect gift for those "hard-to-please" folks on your shopping list. The Conference Local Arrangements Committee welcomes you aboard the *"Holiday Express"* for the "Christmas in November" shopping excursion. Boarding will begin twenty minutes before departure in the bus-loading driveway of the Trinity Street entrance to the Austin Convention Center. A continuous shuttle service will run between conference hotels and the shopping mall at 30 minute intervals, with service beginning twenty minutes before the 7:00 p.m. departure time.

		PRICE	PAID
WEDNESDAY, NOVEMBER 19, 1997	**9:30 AM - 3 PM**		
. National Wildflower Research Center Field Trip		$23.00	$_____
THURSDAY, NOVEMBER 20, 1997	**7 PM - 10 PM**		
. "Christmas in November" Shopping Excursion		$ 6.00	$_____
FRIDAY, NOVEMBER 21, 1997	**7 PM - 10 PM**		
. "Christmas in November" Shopping Excursion		$ 6.00	$_____
Make checks payable to: **TAGT EXCURSION ACCOUNT** for the		**TOTAL**	$_____

120

"GIFTEDNESS: THROUGH THE LOOKING GLASS"

OFFICIAL HOUSING REQUEST FORM

Texas Association for the Gifted and Talented 20th Anniversary-Year Professional Development Conference

November 19-22, 1997 • Austin Convention Center • Austin, Texas

NOTE: This form may be duplicated.

- Please print or type all items to assure accuracy.
- Complete each part below in detail for correct and rapid processing.
- Confirmations will be sent to the first individual indicated in each room requested.

ENCLOSE IN ENVELOPE AND MAIL TO:
ACVB Housing Bureau
201 East 2nd Street
Austin, TX 78701
Or FAX TO: (512) 404-4385
(Telephone requests NOT accepted)

NAME OF PERSON REQUESTING ROOMS

_____
(First Name) (Last Name) (Middle Initial)

_____
(Name of School District, University, or Business)

_____
(Street Address or P.O. Box Number) (Area Code) Phone # Fax #

_____ _____
(City) (State) (Zip)

_____
(Credit Card) (Number) (Expiration Date)

INSTRUCTIONS: 1) Print or type names of all persons occupying each room, last name first, and 2) Select type of room desired with arrival and departure dates. **Room type requested is NOT guaranteed.**

OCCUPANT'S NAME(S) (PRINT LAST NAME FIRST)

1. _____
2. _____
3. _____
4. _____

CHECK ONE (✔)
_____Single (1 room-1 per-1 bed)
_____Double (1 room-2 ppl-1 bed)
_____Dbl/Dbl (1 room-2 ppl-2 beds)
_____Triple (1 room-3 ppl-2 beds)
_____Quad (1 room-4 ppl-2 beds)
_____check for special accessibility needs

Arrival Date:
_____
Departure Date:
_____
Arrival Time:
_____
Smoking Room:
_____Yes _____No

INSTRUCTIONS: Select FOUR Hotels of your choice in order of preference. No request will be processed without FOUR choices. If choices are not available, which is more important? _____Room Rate _____Location (please check (✔) one)

Hotels	Single	Double	Triple	Quad	Cutoff Date
_____Hyatt Regency (Headquarters Hotel)	$96	$96	$106	$116	October 28, 1997
_____Radisson—Town Lake	$80	$80	$90	$90	November 4, 1997
_____Four Seasons	$147	$157	$177	NA	October 28, 1997
_____Sheraton	$94	$94	$104	$104	October 29, 1997
_____Omni	$99	$99	$114	$114	October 28, 1997
_____Embassy Suites—Town Lake	$105	$115	$125	$125	October 29, 1997
_____Holiday Inn—Town Lake	$89	$89	$89	$89	November 4, 1997
_____Driskill Hotel	$89	$89	$99	$99	October 28, 1997
_____Marriott at the Capitol	$117	$117	N/A	NA	October 28, 1997

DEPOSIT INFORMATION: 1) A deposit equal to the first night's rate plus tax is required on all reservations and will be applied toward your stay. Major credit cards are accepted or a check may be sent to your assigned hotel following receipt of a written confirmation. DO NOT SEND A CHECK FOR DEPOSIT TO THE HOUSING BUREAU WITH YOUR RESERVATION REQUEST; 2) Reservations made without a credit card guarantee or advanced deposit will be held until 2 weeks prior to arrival date. If no deposit is received by that date, the reservations will be cancelled; and 3) Cancellations are accepted up to 48 hours/2 days of arrival date. Deposits are nonrefundable for cancellations made within 48 hours. See next page for hotel information.

Hyatt Regency—Town Lake, 208 Barton Springs **(1)**
The '97 Conference Headquarters Hotel. Located on the shore of Town Lake, 446 rooms, 18 suites, 7 miles from Robert Mueller Municipal Airport, 2 restaurants and 2 lounges, fully equipped health club, outdoor pool and whirlpool, 9-mile hike and bike trail. Complimentary self-parking available, valet parking $8 with in/out privileges.

Radisson—Town Lake, 111 East Cesar Chavez Street **(2)**
T.G.I. Friday's hotel Restaurant offers breakfast, lunch, and dinner. Complimentary covered parking and shuttle transportation to the Robert Mueller Airport. Each room comes with in-room four-cup coffeemakers, full-size boards and irons. Outdoor swimming pool, and Town Lake's 18.5-mike hike and bike trail, easy walking distance to the Convention Center. Complimentary self-parking available with in/out privileges.

Four Seasons, 98 San Jacinto Boulevard **(3)**
Resort-like setting and Southwestern frontier charm, 292 spacious rooms, 26 suites. The Cafe' serves impeccable American cuisine and the Lobby Lounge offers light cuisine; located across from the Convention Center, and less than a mile from the Capitol and University of Texas. Health club and access to Town Lake hiking trails. Self-parking $8, valet parking $13 with in/out privileges.

Sheraton, 500 IH-35 **(4)**
Located in the 6th Street Entertainment District, within walking distance of several city attractions including the Convention Center. Spacious guest rooms offering cable television and in-room coffee service; fitness center and twenty-five person jacuzzi. Self-parking $6, valet parking $8 with in/out privileges.

Omni, 700 San Jacinto **(5)**
Conveniently located in the center of Austin, the Omni Hotel boasts the largest guest rooms in the city. Amenities include rooftop pool, fitness center, and the award-winning Ancho's Texas Restaurant, located 5 blocks from the Convention Center. Self-parking $6, valet parking $10 with in/out privileges.

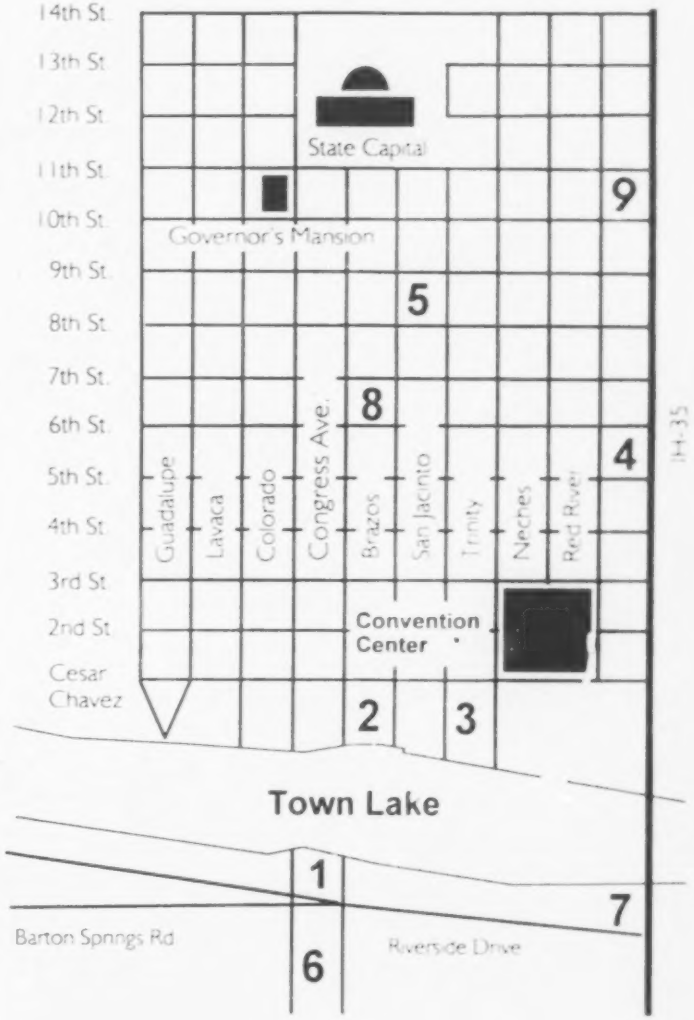
Embassy Suites—Town Lake, 300 So. Congress Ave. **(6)**
Two-room suites featuring microwave, refrigerator, and coffeemaker. Complimentary full cooked-to-order breakfast and two-hour manager's reception. Complimentary airport shuttle and self-parking available, valet parking $8 with in/out privileges.

Holiday Inn—Town Lake and IH-35 **(7)**
Full-service hotel, complimentary airport transportation, free parking, 12-mile jogging path along Town Lake, sauna, pool, whirlpool, exercise room, 1/2 mile from the Convention Center. Complimentary self-parking available with in/out privileges.

Driskill Hotel, 6th and Brazos Street **(8)**
Historical hotel located in the heart of the Downtown Entertainment District. There are several restaurants, shops and musical venues just outside the hotel doors; State Capitol and Convention Center are within easy walking distance.

Marriott at the Capitol, 701 East 11th Street (9)
A AAA Four Diamond Award recipient, the 365-room Marriott is located within walking distance of the Capitol. It offers a full-service restaurant, indoor/outdoor swimming pool with whirlpool, a lounge and lobby bar. Self-parking $5, valet parking $8 with in/out privileges.

Conference Hotel Locations and Descriptions



(1) Hyatt Regency—Town Lake (Headquarters Hotel)
(2) Radisson—Town Lake
(3) Four Seasons
(4) Sheraton
(5) Omni
(6) Embassy Suites—Town Lake
(7) Holiday Inn—Town Lake
(8) Driskill Hotel
(9) Marriott at the Capitol

Creativity Potpourri Last Call for Presenters

This year's Creativity Potpourri committee is looking for volunteers interested in presenting an active, hands-on, fun-filled mini-session. Creativity Potpourri is from 5:45 p.m. to 7:30 p.m., Thursday Nov. 20. The sessions encourage participants to explore a variety of techniques and strategies that foster creative thought and action, including brainstorming, productive thinking, forecasting, SCAMPER, deductive/inductive reasoning, creative problem solving, and decision making.

The 15-20 minute sessions are repeated four times to different groups of 10-12 people. Door prizes are awarded and the atmosphere is lighthearted and festive. Space for presenters is unlimited and we welcome you to join us. However, tickets will be required for Creativity Potpourri participants. Tickets are made available on a first come - first serve basis.

Please complete and submit the following information *as soon as possible* to:

TAGT Creativity Potpourri
406 East 11th St., Suite 310
Austin, TX 78701-2617
Telephone: 512/ 499-8248

Creativity Potpourri Proposal Form

Title of session: _____

Grade session pertains to (i.e., elementary, secondary, fourth grade, etc.): _____

_____

Brief description: _____

_____

_____

_____

Presenter name: _____

School district: _____

Work address: _____

City: _____ State: _____ ZIP: _____

Home address: _____

City: _____ State: _____ ZIP: _____

Work telephone: _____ Home telephone: _____

1997 TAGT Regional Parent, Teacher, and Advocate Winners

Each year TAGT makes available awards for Outstanding Teacher, Parent, and Advocate of the Year in each of TAGT's twenty membership regions. These awards are given in recognition of service, contribution, and commitment to gifted education. The regional awards program is conducted by the TAGT Executive Board Regional Directors. Awards recipients are recognized at the regional level with plaques, and they are honored guests at the Annual Membership Luncheon and Awards Ceremony held in conjunction with TAGT's annual conference. Names and affiliations of recipients of the 1997 regional awards follow:

REGION I
Ann Marie Priolo, *Sharyland ISD, Teacher*

REGION II
Joseph Eberhard, *Alice ISD, Teacher*

REGION III
Andrea Jalufka, *Cuero ISD, Teacher*

REGION IV
Diana Guarniere, *Spring Branch ISD, Teacher*
Denise Howard, *Tomball ISD, Parent*
Richard Grandy, *Houston ISD, Advocate*

REGION V
Lynn Buchwald, *Beaumont ISD, Teacher*
John Williams, *Beaumont ISD, Parent*

REGION VII
Shirley Scott Williams, *Longview ISD, Teacher*

REGION VIII
Yulon Basinger, *Paris ISD, Teacher*
Reverend Sam Caldwell, *Paris ISD, Parent*
Rebecca Clifford, *Paris ISD, Advocate*

REGION IX
Frances Easter, *Jacksboro ISD, Teacher*
Paige Veigl, *Nocona ISD, Parent*
Shelley Merchant, *Iowa Park CISD, Advocate*

REGION X
Elizabeth Wright, *DeSoto ISD, Teacher*
Elaina Gross, *Highland Park ISD, Parent*
Karla Chandler, *Grand Prairie ISD, Advocate*

REGION XI
Doris Elaine Pennington, *Birdville ISD, Teacher*
Kathy Parker, *Birdville ISD, Parent*
Cathy Patrick, *HEB ISD, Advocate*

REGION XII
Carol Copeland, *Waco ISD, Teacher*
John Young, *Waco ISD, Parent*
Mary Whitaker, *Chilton ISD, Advocate*

REGION XIII
Carol Berman Reese, *Eanes ISD, Teacher*
Cindi Koch, *Round Rock ISD, Parent*
Janis A. Rizzo, *Bastrop ISD, Advocate*

REGION XIV
Janet Musgrove, *Sweetwater ISD, Teacher*
Cindy Schkade, *Wylie ISD, Parent*
Joe Humphrey, *Abilene ISD, Advocate*

REGION XV
Janel Runyan, *San Felipe Del Rio CISD, Teacher*
Don Denniston, *City of San Angelo, Parent*

REGION XVII
Darla Dunn, *Lubbock-Cooper ISD, Teacher*
Martha Hise, *Texas Tech University, Advocate*

REGION XIX
Linda DeBona, *El Paso ISD, Teacher*
Tycha Stading, *El Paso ISD, Parent*
Dr. Stan Paz, *El Paso ISD, Advocate*

REGION XX
JoAnn Cubillos, *Edgewood ISD, Teacher*
Dr. Judith Martin, *ESC Region XX, Advocate*

124

1997 TAGT State Parent and Teacher Award Winners

Each year two selection committees, each one chaired by the previous year's TAGT State Teacher and Parent of the Year Award winners, review nominations materials from that year's regional winners. From that pool the TAGT's State Teacher and Parent of the Year are selected. The 1997 TAGT State Award winners are

TAGT 1997 State Teacher of the Year
Diana Guarniere
Spring Branch ISD

TAGT 1997 State Parent of the Year
Don Denniston
San Angelo

Each State Award winner receives a plaque and a complimentary registration for the annual conference and three night's hotel accommodations. They are honored at the Annual Membership Luncheon and Awards Ceremony held in conjunction with TAGT's annual conference.

Since 1996, the TAGT State Teacher of the Year receives a $1,000 award from the Association. The TAGT State Parent of the Year, who is also a guest of honor at the Annual Parent Luncheon, receives a lifetime membership to TAGT, valued at $400.

SYMPOSIUM ON ADVANCED LEVEL CURRICULUM

Karen Meador
Division of Advanced Academic Serivces, Texas Education Agency

The Division of Advanced Academic Services, Texas Education Agency, conducted a Symposium on Advanced Level Curriculum in Austin, September 3rd and 4th, 1997. Approximately 100 invited people form TAGT, the Regional Service Centers, universities offering endorsement programs in gifted education, and urban school districts attended the symposium.

The symposium allowed participants to begin making regional provisions for support of the Texas State Plan for the Education of Gifted/Talented Students. This planning called for the establishment of regional teams in each of the twenty Educational Service Centers.

Section 3 of the Texas State Plan for Gifted/Talented Students provides information relevant to curriculum and instruction. It requires "Curriculum and instruction meet the needs of gifted students by modifying the depth, complexity, and pacing of the general school program" (p. 7). The following items are required for acceptable district programs.

> School districts shall provide an array of appropriately challenging learning experiences for gifted/talented students in grades 1 through 12 that emphasize content from the four (4) core academic areas and shall inform parents of the opportunities (19 TAC§89.3, p. 7)

Criteria for recognized and exemplary programs are also provided in the State Plan. The symposium provided information relevant to the emphasis on content from the four core academic areas. The following objectives were proposed for the regional planning teams.

- provide baseline data on the status of advanced-level services in the four foundation curricular areas;
- develop regional plans that define and prioritize assistance and other services that are necessary to enable school districts and campuses to provide exemplary, advanced-level services in the four foundation curricular areas;
- develop a data base of people, programs, and resources that can be used to support exemplary, advanced-level services in the four foundational curricular areas; and
- advise the Division of Advanced Academic Services of actions and resources that it should provide to ensure the successful attainment of the regional plans.

In other words, the teams will determine the current level of content services in regions and plan for the provisions of services to schools as they comply with the state plan.

Nationally recognized content specialists at the symposium wrote and presented papers on what students with advanced interests in the four core content disciplines should know and be able to do. Specialists speaking are listed in Table 1.

In addition to the opening session during which content specialists presented their papers, they also conducted individual breakout sessions in which they spoke more specifically about their content and the educational methodology of their disciplines. The follow-up to these sessions included their collaborative discussion of interdisciplinary content.

During day two of the symposium, B.K. Dean, Region XVIII Educational Service Center Consultant, presented *Teacher as Scholar*. This activity examines a discipline from the viewpoint of a scholar in the field. It encourages teachers to improve their understanding of a discipline and promotes the likelihood that they will develop strong curriculum in the discipline.

Later in the day, participants met with their respective Educational Service Center representatives to develop the procedures for forming regional teams and support for educators as they comply with the Texas State Plan for the Education of Gifted/Talented Students. Each team will organize an overview of current advanced-level services in its regions, and develop a three- to five-year plan of technical assistance and services to support the development of advanced-level services in the four

Table 1

Content Specialists from the September TEA Symposium on Gifted Education

English/Language Arts	Barbara Kapnius, Ph.D. Program Director for Curriculum and Instructional Improvement Program Council of Chief State School Officers
Mathematics	Linda Jensen Sheffield, Ph.D. Regents Professor at Northern Kentucky University School of Education and Department of Mathematics and Computer Science
Social Studies	Mary Bicouvaris, Ph.D. Associate Professor of Education Christopher Newport University
Science	Sarah Duff Consultant, Maryland Center for Thinking Studies Coppin State College

foundational curricular areas. Regional teams will work locally and return to Austin in February of 1998 for further discussion.

Webster offers the following definitions for symposium:

1. a. a convivial party (as after a banquet in ancient Greece) with music and conversation.
   b. a social gathering at which there is free interchange of ideas
2. a. a formal meeting at which several specialists deliver short addresses on a topic or related topics
   b. a collection of opinions on a subject

While few would describe the Symposium on Advanced Level Curriculum as a party or social gathering, many did enjoy renewing old acquaintances with other friends of gifted students and took advantage of this opportunity for a productive and free exchange of ideas. This formal meeting was the forum for the content specialists to deliver information regarding professional and educational endeavors.

The Symposium is one of many ways the Division of Advanced Academic Services at the Texas Education Agency supports school districts' efforts to provide appropriate services to gifted and talented students. The Division considers parents and teachers integral parts of the discussion of the education of students and appreciates the valuable authentic information and suggestions they share.

References

Texas Education Agency Division of Advanced Academic Services (1996). *Texas state plan for the education of gifted / talented students*. Austin, TX: Texas Education Agency Publications.

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Copies of the Texas State Plan for Gifted/Talented Students are available from TEA. The document can be downloaded through the internet at:

http://www.tea.state.tx.us/gted/

It can be purchased for $2.50 ($2.00 tax-exempt orders) from Texas Education Agency, Publications Distribution, 1701 North Congress Avenue, Austin, TX 78701-1494. If mailing a check or money order send the payment to Texas Education Agency, Publications Distribution, P.O. Box 13817, Austin TX 78711-3817.

TAGT Task Force and Committee Reports

Task Force on the TAGT Elementary Curriculum Publication, September 2, 1997

Committee members present were: Ann Wink, Chair; Andi Case, Michael Cannon, Debra Midkiff, Laura Young, Susan Robertson, and Connie McLendon

The committee discussed curriculum unit definitions and standards and each unit using the evaluation process established for this project. The consensus of the committee was to review all units for the TAGT elementary publication according to disciplines covered and grade levels represented. The task force received 20 units from 11 different districts for including in the publication. After careful review of several units, the committee decided that some should be returned to their authors for completing omissions, clarification, or for failure to follow established format. A new timeline was discussed and the committee agreed to work on having all units ready for printing by the October 17th meeting. The committee stressed the need to have all units typed according to established format, using the same software application.

TAGT Parent and Community Involvement Committee, June 7, 1997

The TAGT Parent and Community Involvement Committee met for the first time with chair Colleen Elam, Sugar Land, TX and members Laura Campos, McAllen, TX; Cheryle Chapline, Woodway, TX; Susan Crawford, El Paso, TX; Don Dennison, San Angelo, TX; Hillary Jessup, Bryan, TX; and Rick Peters, Bedford, TX.

The committee established its own objectives, planned activities to meet those objectives, set accountability standards, assessed the 1997 TAGT parent Affiliate Survey, reviewed the agenda for the 1997 TAGT Annual Parent conference, and planned additional conference sessions to meet the needs of parents.

Objectives and Activities

1. Provide parents and community members with access to basic information on gifted children, gifted education, related legislation, TAGT purpose, TAGT membership, and opportunities for active participation in TAGT.

   a. Add TEA and other links to the TAGT Web Page along with lists of parent affiliates, contact persons, news and activity updates, publications videos, etc. available from TAGT, and conference dates and information.

   b. Send a letter to all parent members of TAGT encouraging participation in the Annual Parent Conference.

   c. Endorse a TAGT public information campaign and volunteer to participate in the work.

   d. Encourage parent affiliates to submit nominations for regional Parent of the Year awards.

2. Facilitate the formation and maintenance of parent affiliate groups in every educational region in Texas.

   a. Review surveys and recommend actions based on responses.

   b. Reformat survey data.

   c. Report survey results to parent members.

   d. Update parent information packet mailed by TAGT office to interested individuals and groups.

   e. Put *Forming a Parent Support Group for Gifted Education* in TAGT web listing of publications.

3. Plan and orchestrate activities and sessions to meet the needs of parents at the 1997 TAGT Parent Conference.

   a. Evaluate the 1996 conference for ideas.

   b. Communicate the advantages of parent attendance.

c. Print the parent reception program and send invitations to parents to attend.

d. Remind parents the reception is for all parents not just honored guests.

e. Con parent orientation each morning of the Conference.

f. Host a parent networking suite during the Conference.

g. Host a parent reception at the Conference.

TAGT Parent Affiliate Survey Results

TAGT mailed a survey to parent members in May of 1997. The purpose was to evaluate the effectiveness of current TAGT parent affiliate and parent services. Twenty of thirty-seven affiliate groups returned the survey.

All of the documents sent by TAGT to parents were interesting and very useful. The Committee recommended a specific set of documents that TAGT would send to parents who request information. Parents appreciated *Tempo, Insights, Capital Newsletter*, and other mailings received from TAGT.

Parent affiliates do face challenges in staying viable. The committee requested a listing of reasons why parent groups experience declining or surging membership. A time for parent affiliate networking was planned at the annual Conference.

Affiliates found newsletter production difficult. The committee called for sessions on this and related topics at the annual Conference.

Affiliates reported the largest attendance when certain guest speakers addressed the groups. Occasionally speakers changed their topics to ones not planed or gave messages not in line with TAGT philosophy or goals. Speaker related expenses were also an issue. The committee recommended that successful ideas, plans, and speakers be included in the publication *What Makes a Parent Group Successful?*

For two years the affiliates have exchanged newsletters. Respondents found this helpful. Concern for copyright infringement of reprinted materials was expressed. *Tempo* articles and materials are not copyrighted and my be used as needed as long as TAGT and *Tempo* are cited.

Respondents reported difficulty in gaining the support of some administrators, general educators, and the community at large. The committee suggested giving affiliates access to TAGT public information campaign materials.

1997 Parent Conference

The committee noted that the 1997 Parent Conference is held in conjunction with the TAGT Annual Professional Development Conference, November 19-22. Parents can register for one to four days of the Conferences. This arrangement allows parents to hear nationally known speakers and attend over 300 breakout sessions. Many of the Friday and Saturday sessions address parents concerns. However, everyday has numerous sessions of interest to parents.

The Parent Reception will focus on parenting the gifted child, beginning a parent affiliate group, and maintaining a viable parent affiliate group.

CALENDAR

October 1997

8-9 "Strategies for Making a Classroom Safe for Creativity: A Pioneering Experience." Dr. Scott Hunsaker, Utah State University. Gifted Students Institute, SMU. Contact 214/768-5437, fax 214/768-3147.

30 "Successful Strategies for Recruiting and Retaining Diverse Students in Gifted Education." Dr. Donn Ford-Harris, University of Virginia. Gifted Students Institute, SMU. Contact 214/768-5437, fax 214/768-3147.

November 1997

5-9 **National Association for Gifted Children** Convention, Little Rock, Arkansas

19-22 **TAGT Annual Conference**. Austin Convention Center. Contact TAGT for details: 512/499-8248.

20 **TAGT Executive Committee and Board** Meetings. Contact Connie McLendon for details: 512/499-8248.

20 **TAGT Editorial Board** Meeting. Contact Michael Cannon, Editor 915/778-3988.

January 1998

15 "How-To's for Teachers: Meeting the Needs of the Gifted in Today's Hetergeneous Classrooms." Dr. Sally Dobbins, University of Southern Louisiana. Gifted Students Institute, SMU. Contact 214/768-5437, fax 214/768-3147.

28 "Trends and Issues in Identification: What's New and What Works." Dr. Susan Johnsen, Baylor University. Gifted Students Institute, SMU. Contact 214/768-5437, fax 214/768-3147.

February 1998

17 "Leadership for Tommorrow's Leaders." Dr. John Slocum, Southern Methodist University. Gifted Students Institute, SMU. Contact 214/768-5437, fax 214/768-3147.

20-21 **Texas Education Agency Regional Team Meeting**, a follow-up to the September, 1997 Symposium on the Advanced-Level Curriculum . Capitol Marriott, Austin.

March 1998

24 "Counseling and Caring--Affective Need of Gifted Students." Bob Rhodes, Gifted Consultant. Gifted Students Institute, SMU. Contact 214/768-5437, fax 214/768-3147.

April 1998

16-17 **TAGT Coordinators Division Spring Conference**, Austin.

16 "Problem-Based Learning in Science and Mathematics." Dr. Shelagh Gallagher, University of North Carolina. Gifted Students Institute, SMU. Contact 214/768-5437, fax 214/768-3147.

May 1998

6 "Everything Gooing Their Way? No! Exploding Myths of Giftedness." Dr. James Delisle, Kent State University. Gifted Students Institute, SMU. Contact 214/768-5437, fax 214/768-3147.

LAURA ROSS ALLARD, from page 18

She did volunteer activities at St. Theresa's Catholic Schools in Austin and was an advocate for school children in matters before the Texas Legislature and the State Board of Education. She believed that all children are gifted in some way. She promoted excellence and creativity in education. The Texas Senate and House presented her with resolutions recognizing her efforts on behalf of the school children of Texas in a special ceremony in 1990 on the floor of the Texas Senate. Laura Allard was appointed in 1993 to the statewide Governor's Committee on Student Learning. In 1994, she received a State Board of Education Region XIII Hero of Children Award. The Texas Elementary Principals and Supervisors Association honored her in 1995 with a Service to Children Award. Most recently, at its July meeting, the State Board of Education adopted a resolution noting Laura Allard's contribution to education.

Laura's career and contributions expanded from the three-room schoolhouse in Cook County Illinois to cover the entire state of Texas. Always beside her were her husband, Garland, her daughter, Jane Matheson, and her son, James Ross Allard. She loved her family, adored her three grandchildren, and fought for all children's rights to have a quality education.

Her belief in the goodness of people and the potential gifts in all children motivated her to work tirelessly for others. Her stamina and drive were phenomenal. Wherever she went, with whomever she spoke, she left her mark. When she spoke, one listened and when she said we must, we did. TAGT is where it is today because of Laura's perseverance and dedication to children and education. She has given us a solid foundation on which to achieve great things for Texas children.

Our deepest sympathy goes to her husband Garland, her daughter, son, and three grandchildren. Thank you for sharing your precious gift with us and the children of Texas. Laura Ross Allard was the significant difference.

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The family requests those wishing to remember Laura consider making a contribution to the Laura Allard Grants for Excellence fund administered annually by the Texas Association for the Gifted and Talented, 406 East 11th Street, Suite 310, Austin, TX 78701-2617.

Spring 1998
Staff Development

Inservice and staff development provide a vital link between the learning needs of gifted and talented children and the appropriate implementation of education practices to address those needs. This issue of Tempo will provide our readers with concrete examples and insights concerning effective staff development. What have you done that has been effective? What lessons have you learned from less than successful staff development? How have you used TAGT's Annual Conference to train your teachers? Schools and individuals with success stories and useful ideas or strategies for staff development are encouraged to submit articles.

The deadline for submission of articles is **December 1, 1997**.

Summer 1998
Giftedness in the Four Core Content Areas

Parents and educators have long known that gifted children manifest their abilities in a variety of ways. With the state mandate to offer services in the four core content areas, Texas schools have a unique opportunity to enhance services to gifted students. The summer issue of *Tempo* will deal with giftedness in language arts, social studies, science, and mathematics. What outstanding programs currently exist to meet these needs? How can the regular classroom teacher successfully serve these students? How can parents nurture talent in these areas?

The deadline for submission of articles is **March 1, 1997**.

Guidelines for Article Submissions

***Tempo* needs your manuscripts. We can only print what we receive. Other schools and parents should hear the about the good things you or your schools have done. We are not harsh critics, but work with all of our authors to develop and polish their manuscripts.**

When submitting manuscripts:

1. Write about 1000-2500 words on an upcoming issue theme (see list above).
2. Double space your manuscript and use 1 1/2 inch margins on all sides.
3. Use APA style if you know it; if not we will help you once we receive your manuscript.
4. Include a cover sheet with your name, address, daytime telephone and FAX number or E-mail address if available.
5. You do not need to send a copy on disk at the time of initial submission.

Send all submissions or requests for more information to:
Dr. Michael Sayler, TAGT Editorial Office, P. O. Box 13857, University of North Texas, Denton, TX 76203-6857.
Phone 817/ 565-4699, Fax 817/ 565-2964, sayler@unt.edu, http://www.coe.unt.edu/auxill/its

Texas Association for the Gifted and Talented Membership Application

Member Name(s) _____ Telephone: (H) _____ (W) _____

Mailing Address _____ City _____ State _____ ZIP _____

School District & Campus Name/Business Affiliation _____ ESC Region _____

Electronic Address (i.e., Tenet, Internet) if applicable _____

PLEASE CHECK ONE: ❑ Teacher ❑ Administrator ❑ Parent ❑ School Board Member ❑ Other _____

Individual ..... $25 ( ) Family ..... $25 ( ) *Student ..... $15 ( ) * *Must include verifiable campus, district, and grade.*

Patron ..... $100 ( ) **Institutional .. $100 ( ) Lifetime ..... $400 ( ) Parent Affiliate $45 ( )

*** Institutional members receive all the benefits of regular membership, plus may send four representatives to all TAGT conferences at the member rate, regardless of individual membership status.*

In addition to your regular Membership, you are invited to join a TAGT Division for an *additional* fee.

Choose either or both: G/T Coordinators ..... $10 ( ) Research & Development ..... $10 ( )

Membership Services

• *Tempo* quarterly journal and newsletter • *Insights* Annual Directory of Scholarships & Awards • *TAGT Capitol Newsletter* – monthly update during Legislative Session • Professional development workshops with inservice credit • General Management/Leadership Training • School Board Member Training • Parent services and information • Legislative representation & networking • Reduced registration fees for conferences and regional workshops

Return form and dues to: TAGT, Dept. R. B. #0471, P. O. Box 149187, Austin, TX 78789-0471

131 BEST COPY AVAILABLE

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